



CLEARPOINT ELEMENTARY

IB World School



CLEARPOINT INCLUSION POLICY

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INTRODUCTION

Clearpoint Elementary's inclusion policy is guided primarily by the school board's "Students with Special Needs" Policy (appendix 1). We, at Clearpoint, believe that it is our responsibility to provide an education for all students, including those with special needs. Clearpoint fosters a sense of community and belonging, which is crucial in the development of the whole child. As per our Clearpoint mission statement, we aim to foster the discovery and development of the unique identity and positive self-concept of each child through the IB PYP.

In order to best assist our students who require additional support, individual cases are discussed and triaged at our weekly resource team meetings. The Clearpoint resource team specialists includes: classroom teachers, school principal, FSSTT, speech therapists, psychologist, occupational therapist, special needs consultant, autism consultant. Additional services are provided occasionally by our local community health service center (social workers, school nurse, home educator) The resource team discusses, plans and implements interventions which cater to the learning needs of our students. See "[Clearpoint Resource Referral Form](#)" (*hyperlinked*)

As outlined in the school board Inclusion Policy (pg. 5), and in order to meet the requirements of the Education Act, students who receive support are required to have an individualized education plan (IEP). See appendix 3 - sample IEP. This legal document is planned by the classroom and resource teachers, in partnership with the child's parents and other professionals. This IEP is a working document that is continuously being revised and updated as the child develops and their needs evolve. IEPs are used as a tool to evaluate the child's learning progress and are sent home to the child's parents 3 times a year, along with term report cards.

LOCAL RESOURCES

At Clearpoint we have a wide range of local, school board and community resources at our disposal. As noted above, a number of professionals are active participants in developing support plans as well as providing direct services to students. Below is a list of the most common supports and services:

- Classroom teachers
- Resource teachers (English and French)
- Integration aides
- FSSTT technician
- Psychologist
- Speech and Language Pathologist
- Occupational Therapist
- Special Needs Consultant
- Autism Consultant
- Social Worker
- School Nurse
- Educational Consultants
- Creative Arts Therapist
- Francisation (2nd language intervention)

As noted above, Clearpoint is an inclusive school, where special needs students, as well as foreign language students, are primarily supported within the regular classroom setting. In-class support is provided in a number of ways including individualized and/or small group support. Students can also receive support outside of their regular classrooms. For example, small group instruction can take place in resource groups, composed of students from the same or from multiple classrooms. This instruction takes place outside of students' homerooms, and is designed to target specific learning needs. Additionally we have established a school-wide focus on early literacy in English Language Arts (see below).

Our resource room has a library of resources and tools that classroom teachers can have access to in order to better support their students in class.

COMMUNITY INVOLVEMENT

Parents are encouraged to participate in the support of students at school in a variety of ways, primarily through reading to individual students or in small groups. This is an additional form of support to students who may be struggling academically. As noted above we have a strong connection with the local community public health provider (CLSC), and individual cases are referred by the school to the CLSC to support individual students and families who may have been identified as having specific needs. The School Board's Student Service Department organizes a range of professional services (as noted above) but which also include specialized programs such as REACH, and facilitates referrals to hospital-based programs at regional institutions.

LITERACY PROGRAM - DEVELOPMENT PLAN

We have identified early literacy intervention as being a priority in the school. With the support and guidance of our Speech and Language pathologist, as well as our in-house resource team and teachers, we have developed a program that targets specific literacy interventions at the student's individual level. This 8 week intensive program is based on pre-screening tools that specifically address the individual needs of students with respect to reading and writing (See Appendix 4)

Additionally when funds are available, specific students have been identified in grade 2 to receive targeted small group or individualized instruction to improve their basic literacy skills. This work is done with a literacy tutor who develops and implements a specific program catered to the needs of the students who are involved.

Rights & Responsibilities

As an IB-PYP school, the Clearpoint team has the responsibility of creating a comprehensive inclusion policy with the input of its stakeholders. All members of

the learning community (students, educators, parents, community members) are made aware of the language policy and can provide input. Students have the right to benefit from this policy. As a learning community, we are committed to its regular review, revision and implementation.

APPENDICES

Appendix 1 - LBPSB [Students With Special Needs: Policy on the Organization of Services](#) (as linked here)

Appendix 2 - Clearpoint's [Resource Referral Form](#) & [LBPSB form](#) (as linked here)

Appendix 3 - [Sample Modified IEP](#)