



Inclusion/SEN Policy: A Mutually-Inclusive Journey

Demographics

Cypress Park Primary is one of fourteen public elementary schools in School District #45 West Vancouver enrolling 68 students from kindergarten to grade 3. In line with our District's policies, Cypress Park accepts all students regardless of their learning style and/or needs. Cypress Park supports students with special needs to become full participating members of our community of learners. The PYP, whose primary aim is to focus on the development of the whole child as inquirer, pervasively in the classroom and in the world outside, is available to all students from Kindergarten to Grade 3.

Inclusion as defined by the British Columbia Ministry of Education

The value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

(www.bced.gov.bc.ca/specialed/ppandg/glossary.htm)

Within this construct, the IBPYP values inclusion as an 'organizational paradigm' that involves change; an unending process of increasing learning and participation for all learners. Further, 'individual differences' must not be viewed as 'problems to be fixed', but rather as 'opportunities for enriched learning'.

Staff perspectives on inclusion

The staff at Cypress Park believe that:

- all children have a right to participate in the learning process
- anyone should be able to enjoy learning and all students should be able to feel some success
- the more we learn as teachers to let go of the direction, students "should" become more creative and enjoy the learning process more
- all students should contribute to working towards a common goal or group plan
- depending on the situation, it may be necessary to modify the role a special needs student has, so that they are able to participate to their fullest capacity; challenging them enough for growth
- proper additional supports and services must be considered on an individual basis
- students have the inherent right to be educated along each other
- inclusion not only has it's advantages for the child needing support, but for all others. The positives being "improved social skills, self esteem" and heightening awareness of differences among people and how they all can contribute to a community in many different ways
- Inclusion is an atmosphere created by the school where students are supported to become the most successful they can possibly be with the support of a staff who works closely together.

A Collaborative Model

At Cypress Park, we make informed and collaborative decisions concerning student learning. Our school based team meets monthly to discuss student concerns and progress. Together, decisions and recommendations are made in order to meet the needs of the learner. Additionally, teachers, specialists and parents meet on an on-going basis to set goals, discuss progress, and share student strengths and challenges. Often, outside resources are also part of the collaborative process. Some of these agencies include:

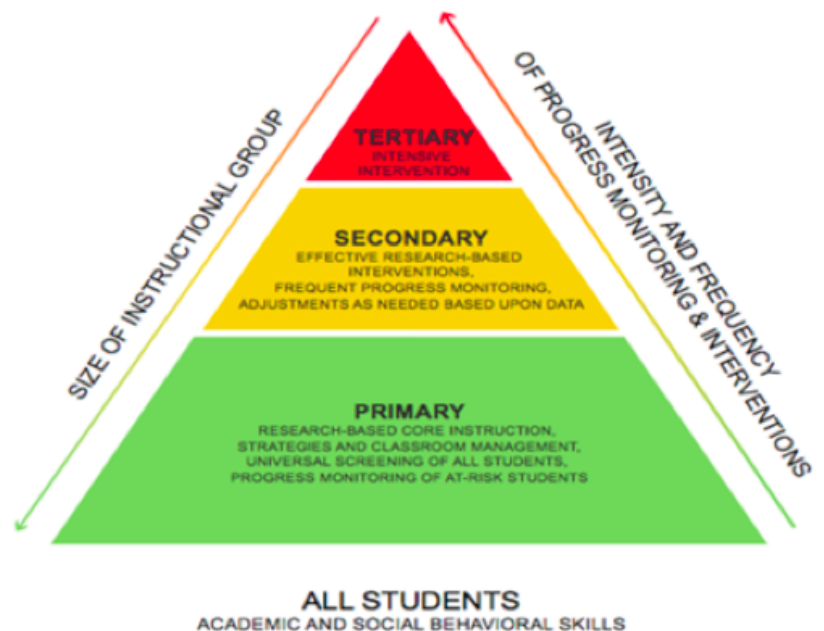
- Occupational Therapists
- Physiotherapists
- Speech and Language Pathologists
- Autism support workers
- Self-Regulation Team members
- Provincial Outreach Program for Autism and Related Disorders (POPARD)
- Special Education Technology of British Columbia (SET-BC)
- Deaf and hard of hearing specialists
- Ministry of Children and Family Development (MCFD)

With the support of our community partners, we pride ourselves on celebrating the diversity of all learners regardless of need or situation, and further as stated in the Special Educational Needs within the IB Programme document, we promote a learning environment that welcomes and embraces the diversity of learners by valuing and considering a range of cultural perspectives to enhance learning. To this end, through the development of the IB learner profile traits and attitudes, we endeavour to promote and develop confident, caring and principled individuals who are responsible citizens of the world.

Response to Intervention (RTI)

In line with the District initiative to support the diversity of needs among learners along with the IBPYP perspective on differentiating instructional strategies to identify and employ the most effective strategies to achieve agreed goals for each learner, Cypress Park follows the strategies as defined in the Response to Intervention Model (RTI). This multi-tiered approach to the early identification and support of students with learning and behavioural needs begins with high-quality instruction and universal screening of all children in the classroom setting. To this end, learners are

provided with interventions of increasing levels of intensity to meet them where they are and to accelerate their rate of learning. RTI is an integrated system of instruction and intervention that is delineated by three levels of support described below. Within the three levels of support, students may be supported by a variety of personnel, including among others the classroom teacher, learning support teacher, speech and language pathologists, school counsellors and/or gifted support teachers.



Tier 1 Support

The tier one level begins with all students receiving a quality classroom education. At Cypress Park, students are engaged in inquiry-based learning, taking an active role in their education. Teachers are constantly evaluating student learning styles and progress in order to effectively plan and address student learning needs. Furthermore, an environment in classes and throughout the school is promoted that welcomes and embraces the diversity of learners by valuing and exploring student perspectives to enhance learning. A number of universal screening tools in addition to formative and summative assessments, are used to identify students who require extra support. Some of the universal screening tools we use include:

- Kindergarten/Grade 1 District Literacy Screener/Assessment
- School-wide cold write
- District Assessment Reading Team (DART)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Grade 3 RAD (reading assessment)

Students identified as being at-risk are provided with classroom interventions to address concerns. The learning support teacher and the classroom teacher collaborate to plan interventions for at-risk students to ensure they receive support in areas of need. These interventions might be in small collaborative groups, whole class instruction, or as individual instruction. Some examples of tier one support include:

- Guided reading groups
- Curricular and environmental adaptations
- Social emotional skills training (Incredible Five Point Scale, The Incredible Flexible You)
- Self-Regulation strategies
- Regular contact with families
- Consultation with Learning Support teacher, Speech Language Pathologists, Counsellors

Tier 2 Support

Tier two support begins when a student fails to respond to tier one interventions after a specific period of time. Tier two support at Cypress Park generally involves a student receiving support from the Learning Support teacher, Counsellor or Gifted Support teacher for a specific period of time. In addition, at the tier two level, consultation often occurs with district personnel such as, speech language pathologists, behaviour specialists, occupational therapists, psychologists and reading specialists. Furthermore, parents and guardians play a role in collaborating with school personnel to establish goals and supports for students. Some students at the tier two level also have Individual Education Plans (IEPs) which outline the students' strengths, academic, social, emotional or behaviour needs and goals with measurable targets that are regularly evaluated. Some examples of tier two supports include:

- Phonographix Program
- Explode the Code
- Phonics for Reading
- Lexia Reading Software
- Gifted Seminars
- Social skills groups
- Counselling services

Student progress is monitored closely and most are able to perform successfully after implementation of these interventions. If interventions are not successful at the tier two level, tier three interventions will be implemented.

Tier 3 Support

Tier three intervention often includes the strategies and programming found in tier two, but at a more intense level. For example, a student may receive daily learning support on an individual basis, or receive support from a Special Education Assistant (SEA) in the classroom setting.

As articulated in our school's Mission Statement, it is our goal at Cypress Park Primary to foster confident and inquiring individuals who are citizens of the world

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Documents used:

Ministry Website - www.bced.gov.bc.ca/specialed/ppandg/glossary.htm

West Bay IB World School's SEN Policy

Special Educational Needs within the IB Programme document

