



CYPRESS PARK
PRIMARY SCHOOL



Cypress Park Inclusive Education Policy/Inclusion Policy

Revised 2019-2020

Revised by whole staff 2023

Policy Highlights

Purpose:

Admissions

BC Ministry of Education Inclusion Policy/West Vancouver District Inclusion Policy

Culture of support

Inclusive Support Structures

The Learning Environment

Responsibilities/Rights of all Members

Standards and Practices that inform our decisions

Purpose

Cypress Park supports all students to become full participating members of our learning community. All members of the school community, with their diverse backgrounds, contribute and make up our unique school culture. By using a strength-based approach student identity is valued and respected. Inclusive support structures and the integration of the IB learner profile allow for equal opportunities for all members of the community. Based on the PYP principles and standards Cypress Park makes informed decisions to provide authentic inclusive practices for all. We celebrate the diversity of all our learners and foster global perspectives to promote meaningful participation and authentic interactions.

Admissions

Cypress Park IB World School is a public school in West Vancouver enrolling 75 students from Kindergarten to Grade Three. Any student may enroll regardless of learning styles and needs. Admission to the school follows a district mandated priority protocol of:

- School catchment boundary
- Siblings already enrolled in the school
- In-district
- Out-of-district

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP300-StudentRegistrationEnrollmentandPlacement.pdf>

BC Ministry of Education Inclusion Policy

“British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of Learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.”

Mission Statement

“Cypress Park Primary School strives to develop caring, creative, principled students who apply their skills and knowledge and recognize different perspectives with an open-mind. It is the school’s mission to nurture confident and inquiring individuals who are citizens of the world.”

Culture of Support

Cypress Park has developed and implemented a culture that supports all of the learning community. Building a culture of support stems from establishing relationships and seeing the interconnectedness of all team members. Relationships are established through facilitating class and school meetings, developing essential agreements, connecting with local experts or groups, and hosting special events.

Grouping and regrouping of students based on a variety of criteria for specific purposes is a part of daily practice across the school. Some of the ways this occurs are:

- One to one support
- Targeted group support
- Intervention programs
- Social groups
- Whole school/class self-regulation programs
- Buddy classes

In order to connect with and build relationships to the wider community the school provides opportunities that promote and support inclusiveness. For example:

- Opportunity for learning about language (acquisition, language profiles, translanguaging)
- Consistent school communications through a variety of modes (school website, seesaw, newsletters, special events, assemblies, Twitter)
- Use of inclusive language (using non-binary and person first language)
- Recognition and celebration of the diversity of the school community
- Provision for symbolic representation around the school (Indigenous carvings, First People's Principles of Learning, land acknowledgements, Asian New Year, Norooz, etc)
- Support for personal expression allowing for personal clothing choices, acceptance of religious symbols
- Provision of universal washrooms and change rooms that are non-binary

Inclusive Support Structures

Inclusive support structures are in place throughout the school and the district. These include:

- In class support (Tier 1 support by teacher)
- SBT process
- Support from District Specialist Teams
- School based learning team working in collaboration with the classroom teachers (to build capacity)
- Individual Education Plans or Student Support Plans
- Consultation meetings with families
- Learning Updates documents
- Seesaw communications and regular updates of classroom learning
- Student led conferences, Intake conferences, conferences throughout the year, learning conferences
- On site: counselor, consultation with gifted learning support teacher, learning support teacher, English Language Learning teacher, Speech and Language Pathologist, Educational Assistants, SOGI Representation (sexual orientation and gender identity), Indigenous Education Committee
- District Team: District Behaviour team, Co-Regulation Team, Psychologist, DELT (Early learning team), Occupational Therapist, Physical Therapist, Hearing Resource teacher, Vision Resource teacher
- Regular collaboration with specialists teachers (music, library, French, PE) and the IB Coordinator

Learning Environment and Equipment:

Providing a learning environment that allows for equal opportunities for all members to be successful the environment has been carefully considered and utilized. Listed below our ways in which the learning environment supports inclusion:

- Flexible seating (wobble cushions, bean bags, tables, stools)
- Technology (Adaptive software, iPads, projectors,)
- Physical Literacy circuits
- Co-regulation tools (lighting, rugs, noise canceling headphones, fidgets, designated calm spaces)
- Learning commons that is open, flexible time use
- Local environment with access to a forest, stream, beach, and garden
- Robotics: Dash and Dot for coding
- Specialized equipment such as light table, story studio

Members and their Role and Responsibilities

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

The district is staffed as follows:

Inclusive Education:

- follow Ministry of Education policy to identify, designate, and document supports
- Provide internal structures
- Provide training and professional development
- Capacity building
- Ongoing and targeted support
- Intervention and structural support for teachers and students
- Allocate Learning Support Teachers, Counsellors, Support Staff (Educational Assistance), District Specialists
- Psychoeducational assessments and Screening
- Hold a consultative role

Inclusive Education Teachers:

- Case manage for designated students
- Write, assess and manage IEPs
- Consult with teachers and families
- Support classroom teachers through in class support
- Work with students in small groups, one-on-one, and in class
- Supervise Education Assistant(s)
- Chair School Based Team Meetings (SBT)

Administration:

- Policy implementation
- Support inclusive initiatives from Ministry and District
- Attend IEP meetings

Teachers:

- Provide equitable access to curriculum (adapt and modify as required - Tier 1)
- Culture of collaboration
- Provide a safe and respectful place for learning that encourages risk-taking
- Create Learning Update documents
- Ensure students health and wellbeing
- Ensure each student feels like they belong, valued, and have a contribution to make

Education Assistants:

- Follow direction from classroom teacher, Inclusive Education teacher, and the IEP
- Supervise students
- Provide targeted support
- Collaborate with other members of the staff

Students:

- Demonstrate the learner profile
- Understand themselves as a learner and self advocate

-Be an active participant where each student has purposeful roles and responsibilities

Parents:

- Understand the IB Programme
- Support school initiatives
- Advocate for the school and their children

Standards and Practices 2019 to inform Policy

Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

- PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Culture 2.1 The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Resources/Reference Documents:

Ministry of BC Special Education Policy

From Principles to Practice

West Vancouver District Administrative Procedures in Place:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP170-DiversityandHumanRights-docx.pdf>

Inclusion and Diversity:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP170-DiversityandHumanRights-docx.pdf>

Sexual minority/diversity/sogi policy:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AdministrativeProcedure171-SexualMinoritySexualOrientationGenderIdentity-1.pdf>

Student Support Services AP:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP215-StudentSupportServicesrevised.pdf>

Created in consultation with all members of Cypress Park Primary

Lead: Andrea Anderson and Christine Hulme

Consulted with: District staff- Alaina Smith