



# LaSalle Community Comprehensive High School Inclusion Policy

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## Purpose

The purpose of this document is to clarify the LaSalle Community Comprehensive High School (MYP) Inclusion Policy. LaSalle Community Comprehensive High School is part of the Lester B Pearson School Board, which prides itself on all its schools being inclusive and striving to meet the needs of all students in our community. *“The LBPSB’s philosophy on inclusion guides its organization of services for students with special needs. The School Board defines an inclusive learning environment as one where all students can be successful, regardless of ability, and to that end, we are committed within our means, to providing all students with the tools and services necessary to be part of a society that values acceptance, individual rights, diversity, and democracy. Inclusive schools recognize the diverse needs of all of their students and offer an environment where all students are welcomed and assisted in reaching their full potential by addressing the needs of the whole student.”* (LBPSB Special Needs 2021). This policy applies and is to be communicated to, and understood by, all continuing and new teachers, students, parents, and all members of our community.

## Philosophy

At LaSalle Community Comprehensive High School, we align with the MYP philosophy on inclusion and are “committed to equity and inclusive education....and follow inclusive practices” (*Developing and aligning a school inclusion policy with the Programme standards and practices (February 2023)*). We believe that every student, regardless of their background, abilities, or circumstances, deserves an equitable and supportive educational environment. Our commitment to inclusion is rooted in the understanding that diversity enriches our community and enhances the learning experience for all.

We strive to create a culture where all students feel valued, respected, and empowered to reach their full potential. This means actively identifying and removing barriers to participation and success, fostering a sense of belonging, and promoting positive relationships among students, staff, and the wider community.

## **Our inclusive approach is guided by the following principles:**

### **Equity and Access:**

Ensuring that all students have access to the resources, opportunities, and support they need to succeed

School Ex: All students have an opportunity to be admitted into the IB program as well as free access to many after-school clubs promoting health, socialization, and overall well-being. All students are encouraged to participate in service as action. (Considering a requirement for graduation for all programs ex: adding a tassel of a different color to identify those who have acquired more than the required volunteer hours)

### **Respect and Dignity:**

Valuing each student's unique identity and experiences and treating everyone and every program with respect and dignity.

School Ex: See School Agenda page 3 (We value, Rights, and Responsibilities) and the Gender and Sexuality Alliance Club. EDDI committee is working towards setting up activities and student groups regarding multiculturalism.- Anti-racist education and advocacy for visibly diverse students (BIPOC)

### **Collaboration and Partnership:**

Working together with families, communities, and external partners to support the holistic development of every student

School Ex: LOVE, Mackay, MOSD, CCOMTL, YMCA Toxicology, Fosters

### **Continuous Improvement:**

Committing to ongoing reflection, learning, and adaptation to meet the evolving needs of our diverse student body School Ex: Yearly reviews, MYP Training, unit updates analyzing differentiation, and IEP meetings.

By embracing these principles, we aim to cultivate an inclusive school environment where every student can thrive academically, socially, and emotionally.

## **Responsibilities**

### **LCCHS's Resource Department**

The resource services at LCCHS are dedicated to offering extensive support to address students' academic, emotional, and social needs. The distribution of resources is based on the school's overall needs to ensure efficiency and help as many students as possible. The Resource Department's objective is to promote student independence through these interventions. Currently, our resource team provides services and support for a range of special needs, including but not limited to:

Learning disabilities, mild intellectual difficulties, behavioral challenges, autism, ADHD, physical disabilities and impairments, hearing and vision impairments, as well as other medical conditions.

## **Training for Resource Teachers and Special Education Technicians**

The Lester B. Pearson School Board provides training sessions for resource teachers, social work technicians, and special education technicians. These sessions offered both on and off campus, are free of charge. Our educators receive support and resources to deliver quality education to students with special needs within the IB program framework.

Teachers have access to release time on IEP days and mini-days to collaborate with resource teachers in developing Individualized Education Plans (IEPs) for students with special needs. This time can also be used to create strategies that help teachers adapt to the classroom environment and curriculum effectively.

By following state and local school policies, teachers work to ensure all students have equal access to the curriculum. This is achieved through both formal and informal assessments to identify each child's unique needs.

## **Removing Barriers**

*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (Learning Diversity and Inclusion in IB programmes, January 2016). This aligns with our Lester B Pearson School Board Policy, "To address these challenges, we are committed to recognizing and addressing inequities, eliminating barriers, and cultivating a respectful and inclusive environment through purposeful actions." (LBPSB Equity, Diversity and Inclusion Policy 2023)*

## **Human Resources**

SSD staff: Special Needs Consultant, Psychologist, Social Work Technician FSSTT, Autism Consultant, Speech & Language Therapist, Occupational Therapist, Child & Family Development Consultant (FSSTT), Art Therapist, Guidance Counselor (100% assignment), Integration Aides, 3 Special Education Technicians, Social Worker and Nurse, External Programs (Reviewed Annually): LOVE, Mackay, MOSD, CCOMTL, YMCA Toxicology, Fosters.

The Lester B. Pearson School Board Special Needs Advisory Committee is set up to help parents dealing with children with special needs and is open to all parents. "The SNAC Committee is represented by a body of individuals encompassing parents of children with special needs, school commissioners, principals, representatives of non-teaching professional staff, a teacher representative, and a representative from a community agency that supports children with special needs. The role of the Committee is to advise the school board on policies for the organization of educational services that would ultimately affect students with special needs."

The SNAC holds monthly meetings open to the public and provides workshops for parents. They also have a website where all this information is easily accessible. Click the link to find out more:

<https://sites.google.com/lbpearson.ca/snac-lbpsb/home?pli=1>

All professionals will focus on promoting students' academic success.

## **Built Resources**

- The physical accessibility of the building includes two ramps at the front of the school and an elevator.
- The library is accessible during lunch periods.
- 3 student support rooms (Planning room - Reset Room - FSSTT Room) as well as resource academic support room

## **Virtual Resources**

- We provide technology for students with physical challenges, including an iPad equipped with text-to-speech functionality for those unable to take written notes. Additionally, we have equipment for students with hearing impairments that enables them to hear the class more clearly, as teachers wear a microphone around their neck that goes directly into their earpiece.

## **Special Education inclusive practices**

### **Identifying Special Needs**

Once a student is referred to the resource department by a teacher, they are placed on the agenda for the following resource meeting. The resource meetings are attended by professionals assigned to our school including the resource teacher, psychologist, social workers, nurse, etc. The team discusses the student and decides what steps will be taken next to best help the student. Generally, the psychologist and/or the speech and language pathologist will, with parental consent, do any necessary testing and report on the results at a subsequent meeting. Depending on the outcome, an Individualized Education Plan could be created.

### **Transition from Elementary to High School**

Towards the end of the school year, the LCCHS resource team meets with grade 6 teachers from local elementary schools to review the files of incoming secondary 1 students. These meetings allow us to anticipate the needs of new students and to better prepare our teachers for the upcoming year. This also ensures continuity in services for the students and their parents.

### **IB Program Admittance**

Any student with special needs can be admitted to the IB program providing that they pass the entrance exam and can meet the expectations of the program. When a student with special needs is admitted to the IB program, a consultation with teachers and the resource department is set up to create an IEP and to ensure that the IEP follows IB standards and that the student will receive all support available.

### **Inclusive Practices**

- Individualized Education Plans (IEPs) are written documents prepared by the Special Education Department for a student with a qualifying disability. The IEP is developed through a collaborative process involving the school, parents, the student (where appropriate), and other relevant personnel or agencies. It refers to the adapted or modified aspects of the educational program, focusing on priority learning needs while setting specific learning goals for a student over a set timeframe in the least restrictive environment possible for the student to learn.

- All teachers differentiate their lessons to meet students' academic needs in their MYP units.
- At the beginning of the school year and/or following resource meetings, the resource coordinator uploads copies of student IEPs onto the school database for teachers and administrative staff members who work with those students.
- Effective IEPs are individualized, child-centered, inclusive, holistic, collaborative, and accessible. When complete, the IEP plan outlines teaching strategies, resources, and supports necessary for the student to achieve those goals.
- Student confidential files are kept in a locked cabinet in the psychologist's office.
- Teachers collaborate regularly to incorporate differentiation for students' learning needs and styles, as well as assigning grades. Teachers track student success and must maintain at least 10 mandatory updates with parents.

### **Parent Notification Policy**

- The overall special education policy is available on the school website.
- Parents are encouraged to participate in, communicate with, and support their student's education through their involvement.
- For individual students, parents are notified to discuss or update the student's IEP.

Parents are included in their children's education through the following practices and resources, among others:

- School activities
- Parent volunteers

### **LCCHS Communicating the Inclusion Policy**

- School website
- Letters
- Student/parent handbook
- Staff handbook
- Email

### **Reviewing the Inclusion Policy:**

At LaSalle Community Comprehensive High School we are committed to ensuring that our inclusion policy remains effective and responsive to the needs of our diverse student body. To achieve this, we conduct an annual review process that involves the following steps:

Stakeholder Feedback: We gather input from students, parents, teachers, and community members through surveys, focus groups, and open forums at Governing Board Meetings. This feedback is crucial in identifying areas of success and opportunities for improvement.

**Data Analysis:** We analyze data related to student outcomes, participation rates, and other relevant metrics to assess the impact of our inclusion initiatives. This helps us understand the effectiveness of our strategies and identify any disparities that need to be addressed.

**Policy Review Committee:** A dedicated committee, comprising school administrators, teachers, support staff, and representatives from the student body and parent community, meets to review the feedback and data. This committee is responsible for making recommendations for policy updates and improvements.

**Sources:**

*International Baccalaureate Organization (February 2023). Developing and aligning a school inclusion policy with the Programme standards and practices Accessed from [www.ibo.org](http://www.ibo.org)*

*International Baccalaureate Organization (January 2016). Learning diversity and Inclusion in IB programmes. Accessed from [www.ibo.org](http://www.ibo.org).*

*International Baccalaureate Organization (Updated August 2022). MYP: From principles into practice. Accessed from [www.ibo.org](http://www.ibo.org).*

*Lester B Pearson Special Needs Policy 2021*

<https://www.lbpsb.qc.ca/wp-content/uploads/Student-Special-Needs-Summer-2021.pdf>

*Lester B Pearson Equity Diversity Dignity and Inclusion Policy (May 2024)*

<https://www.lbpsb.qc.ca/wp-content/uploads/2024-05-06-FDDI-Policy-Consultation-Document.pdf>