



Inclusion Policy

Carlyle Elementary School is part of the English Montreal School Board. The Board has an existing policy called “Policy Governing the Organization of Educational Services for Students with Handicaps, Social Maladjustments, or Learning Disabilities”, which explains in detail how the special needs population will be served at the school level. As a part of the school board we must abide by this existing policy.

Carlyle is an inclusive school; meaning the school “shall make every effort to ensure that the appropriate resources are in place to promote integration of students with special needs in a regular classroom.” All children with special needs receive an Individualized Education Plan (IEP). It is revised annually and periodically to adjust to the student’s needs. It also includes year-end recommendations that help guide the new teachers/support staff to implement the appropriate goals and interventions for the following academic school year. Depending on their needs, some students receive an integration aid worker to help support their academic success. Confidential files and IEPs are made available for teachers and support staff to consult at any time.

Students who are on an IEP may also follow an adapted or modified curriculum. Student “adaptations are measures (i.e. strategies, support services, etc.) put into place to mitigate any obstacle a student with special needs may encounter as a result of his/her personal characteristics. Adaptations do not change expectations related to the Quebec Education Program. They are meant to help the student acquire and demonstrate autonomously the same learning as other students. Adaptations are used as part of a teaching, assessment, and evaluation approach that targets the student’s specific learning needs and should be monitored frequently and phased out, when appropriate.” In addition, students may use assistive technology when deemed necessary.

Students that follow a modified program “constitute an exceptional measure.” It is “meant to help a student with special needs progress, to the best of his/her ability, towards the learning set out in the Quebec Education Program. Introducing modifications means making certain decisions regarding competencies, key features, and evaluation criteria and reducing anticipated outcomes in connection with the Quebec Education Program. Modifications are used as part of a teaching, assessment, and evaluation approach that targets the student’s specific needs and should be

monitored frequently to ensure relevance and effectiveness. Constant modifications will not allow a student to earn a Secondary School Diploma.” In many cases, modifications only form part of an Educational program for a student and they need not be a permanent or long-term solution.

All schools under the EMSB have a committee called Allocation of Resources Committee (ARC). ARC meets annually to make a request to the school board for additional resources based on the needs of the school. It also reviews the Educational Plan annually; which pertains to the special needs population within the school.

Approximately 29% of our student population has an Individualized Education Plan (I.E.P.) with 62 coded students, 36 non-coded students and 14 students waiting to be assessed in the 2023-2024 school year. There are also currently 6 students who follow a modified program. These numbers do not include our newly arrived students nor our English Second Language (ESL) students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle. There is early literacy intervention support for these cases.

The school staff is comprised of one principal, one vice-principal, twenty-five teachers, nineteen attendants, three special education technicians, one social counsellor, three daycare staff, two secretaries, 30% librarian and two caretakers. There are two full-time and one part-time English resource teachers who use both an in-class and pull-out model. There are also two teachers designated as the IB Coordinators in a 100% position that they share along with their classroom (50%). In addition to the attendants and special education technicians, the complementary service team from the School Board includes a psychologist and a speech and language pathologist who are both here two days a week as well as an occupational therapist, and a spiritual and community animator who are here one day a week. We also have a school nurse, a social worker and dental hygienist provided by the CIUSSS. The school staff is dedicated and work diligently to support the whole child. The staff is supportive and committed to developing a strong school climate where students can feel like they are part of a caring community.