

Glenwood Elementary

Inclusion

Glenwood Elementary is committed to building a family community which celebrates diversity through mutual kindness and respect. We inspire balanced, global thinkers with a life-long passion for learning through inquiry, agency and real-life connections.



At Glenwood Elementary we believe in the inclusion of all students and are committed to educate all students in the classroom to their maximum potential. Every student should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programmes. All students who are registered at Glenwood Elementary from kindergarten to grade six are enrolled in the I.B. programme.

Supportive and Inclusive Classroom

At Glenwood Elementary the classroom teacher plays an important role in the success of the students within an inclusive classroom. Teachers successfully engage students with a wide range of abilities. By understanding each student's learning profile, strengths and needs, the classroom teacher sets the stage for success. Classroom teachers will draw on the expertise and assistance from Glenwood's Special Education staff (Learning Support Teacher- L.S.T., Reaching Individual Success and Excellence Teacher- R.I.S.E, Support Staff- Educational Assistant, Early Childhood Educators, Support Worker for the Deaf and Hard of Hearing), as well as community partners to delineate interventions, accommodations and differentiation that can be delivered in the classroom. School Based Team meetings aid in determining necessary interventions and supports for students. This approach is a supportive model designed to assist students in reaching their full potential.

Supports in the classroom

- Teacher interventions
- LST support (Learning Support Teacher)
- EA support (Educational Assistant)
- RISE (Reaching Individual Success and Excellence)
- Technology
- Early intervention

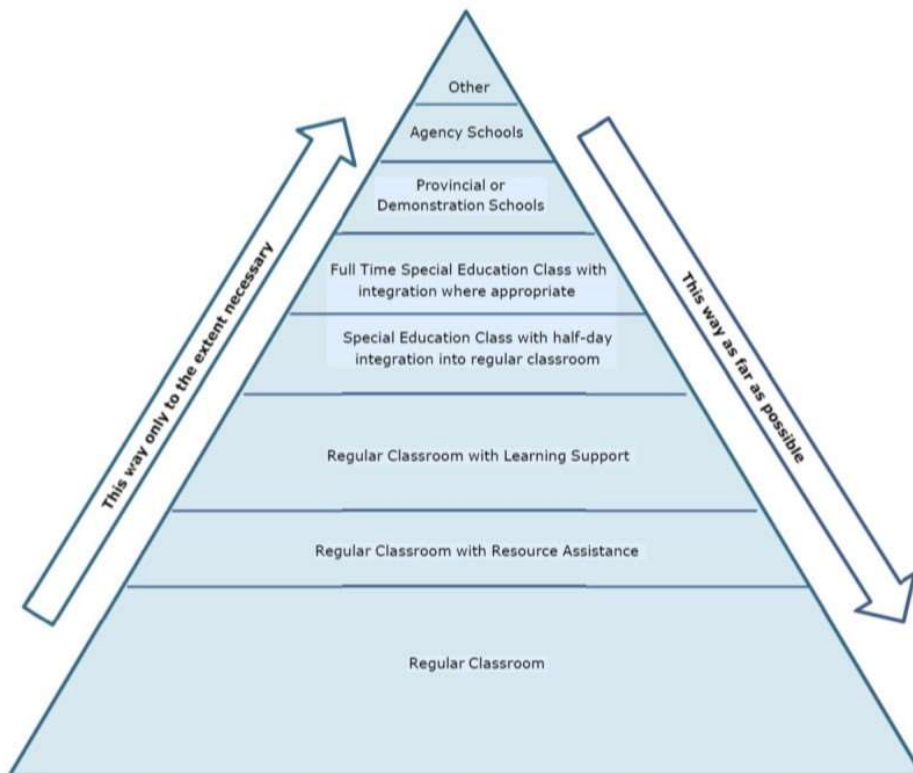
Differentiation

Differentiation is seen as the process of identifying the most effective strategies for helping students learn. Dynamic groupings within classrooms, tiered lessons, use of pre-assessments and formative assessments to discover students' strengths and areas to focus targeted instruction on, open ended learning engagements, and provision of materials (such as leveled reading materials, enrichment activities, and choice menus) designed to address a student's level of readiness are some examples. Students who are identified as gifted based on a formal assessment also benefit from differentiated instruction through extension activities that meet their unique learning needs.

Identification:

Classroom and school assessments will guide the teacher in implementing the tiered model of support. When concerns arise about a student's development, the teacher will consult with the Learning Support Teacher (LST). The principal may engage other special education staff for assistance, such as the Special Education Coordinator, Speech and Language, Psychological Services or Social Work school-based teams.

The diagram below is what the Greater Essex County District School Board follows based on Cascade or Reynolds Model (2007). It is our philosophy to place students with exceptional needs in the environment that is least restrictive or most enabling.



As students move up through the Cascade model, they may be identified through the IPRC process (Independent Placement and Review Committee) and an IEP (Individual Education Plan) developed based on each students' needs.

Technology support

A variety of technological devices and programs are used in the classroom to increase access and engagement in learning for all students.

Devices	Examples of Programs
I-pads	Lexia
Laptops	Edsby
Smartboards	Raz kids
Apple TV	Epic reading
Projectors	Microsoft TEAMS

Review date:

Glenwood Elementary will review this Inclusion Policy in June of each school year, as to be prepared for September implementation. The review process will include the I.B. Co-ordinator and Head of School.