



Southpointe
ACADEMY

Inclusion Policy

Kindergarten-Grade 12

Mission

Our Mission: We involve, instruct, and inspire our students to learn, lead, and succeed.

Our mission is to develop outstanding citizens who are intellectually engaged, intrinsically motivated, and globally aware. Our balanced approach produces confident, well-rounded students, who are creative, independent thinkers and communicators.

Vision

The Southpointe community inspires learning for life.

Our school community aspires to impart a love of learning. We nurture and develop students' passion for learning, preparing them for a successful future.

Values

Our shared values reflect our goal to be people of character and substance.

- Kindness: We act with compassion and grace. We are empathetic. We help others.
- Integrity: We are honest. We have the courage to make the right choices. We take responsibility for our actions and their outcomes.
- Perseverance: We have the courage to overcome challenges. We stand committed in the pursuit of our goals.
- Respect: We honour the thoughts, experiences and perspectives of others. We treat others the way we expect to be treated.
- Responsibility: We are reliable and keep our word, seeing our commitments to completion. We seek to make a difference locally and globally.

The Philosophy of Inclusion

At Southpointe Academy, we provide a mutually respectful and culturally diverse, collaborative and supportive educational environment where young people are able to



Southpointe ACADEMY

learn and enjoy school regardless of their nationality, ethnicity, religious belief, sexual gender and orientation, provided that students meet the citizenship or visa requirements aligned on the school's admissions policy. To truly celebrate diversity, intentional inclusion of all students in every aspect of the school life is essential. Intentional inclusion means that we believe that all students:

- have abilities to be nurtured and celebrated
- can learn together and collaboratively
- deserve the opportunity to fulfill their greatest potential.

Placement at Southpointe Academy is not diagnostic in nature and there may be children with varying exceptionalities within the classroom. If a student shows learning, behavioural and/or socio-emotional challenges while enrolled, the school-based team of administrators, guidance counsellor, learning resource teacher, and the classroom teacher(s), will strive to identify the need, and provide assistance to the student.

Identifying Student Support

Southpointe Academy is able to address and support students with mild learning, behavioural and socio-emotional challenges. This refers to students who perform within the low to above average level in cognitive ability and academic achievement and who can be accommodated within the classroom with strategies that are universally beneficial to all. The support process includes formal observations, in-school identification of needs, and implementing pre-referral strategies in the areas of literacy, numeracy, approaches to learning skills and executive functioning, through in-class differentiation and assessment accommodations that provide variety, options and choice for all learners.

The strategies implemented are the result of a collaborative approach between the students, their families and the school-based team. They remove barriers by identifying the students' strengths, challenges and learning style so they are supported to achieve their personal best.

Psycho-Educational Evaluation Process

When students presenting learning or behavioural challenges show limited progress after the implementation of the support process, families can be requested to undergo



Southpointe ACADEMY

formal psychoeducational assessments. Such assessments inform individual levels of ability, achievement and socio-emotional functioning. In addition, they provide clinical recommendations that can be implemented to individualize learning.

Southpointe Academy reserves its right to decide whether some or all recommendations arising from psychoeducational assessments not requested by the school, will be implemented.

Programme Limitations

While Southpointe Academy makes the best effort to provide an inclusive learning environment, the school may not have the resources required to support some needs identified by psycho-educational assessments. This means the school does not offer:

- modifications to its curriculum
- extended programs for the gifted
- Systematic long-term intervention programs (Ex. Reading Recovery, Applied Behavioural Analysis, Orton-Gillingham, etc.)
- Reading specialists
- Occupational Therapists
- Speech and Language Therapists
- Behavioural Specialists.

The language of instruction at Southpointe Academy is English. Though the school endeavours to support mother tongue through the use of translation software, volunteer translators, availability of diverse literature, English Language Learners will still be required to demonstrate English proficiency as per the school's admissions policy. Students must access the mainstream program in English with limited assistance.

Accessibility for students with Physical Limitations

Students with physical limitations are included in the classrooms with their age peers based on an evaluation of their needs and our resources. Families may be required to provide necessary equipment needed by the student, such as mobility or hearing aid devices. Southpointe Academy strives to have an accessible building. The building is equipped with ramps, elevators, movable furniture and accessible washrooms.



Southpointe
ACADEMY

Learning Differences and Behavioural Expectations

The student performance and behavioural expectations of Southpointe Academy do not exclude students with learning differences. Students' individual education plans include individual goals within the school's values and offered curriculum. If the leadership team determines that a student is not meeting the academic or behavioural expectations of Southpointe Academy, despite systems in place, the school reserves the right to deny re-enrollment for the next academic year. All efforts will be made to support the transition of the student to a more suitable learning environment through an open and collaborative discussion of available options.

[Updated SSC Handbook 2018](#)

Supporting Documents

[Special Education Services: A Manual of Policies, Procedures and Guidelines](#)

[Inclusion in an IB context](#)

[Learning Diversity and Inclusion in an IB context](#)

[Meeting student learning diversity in the classroom](#)

Policy Review Process

The Inclusion Policy is reviewed on an annual basis by a group comprised of IB Coordinators and teachers from each programme. This meeting takes place in May of each school year so that the policy constantly reflects the most current state of practice in the school and the IB programme standards and practices. Any changes to the policy are presented to and vetted by staff in divisional meetings.

Review cycle

Reviewed: 2017-2018. 2018-2019

Revised on May 16th, 2019