



ÉCOLE PRIMAIRE
CARLYLE
ELEMENTARY SCHOOL
ÉCOLE DU MONDE • IB WORLD SCHOOL



Commission scolaire English-Montréal
English Montreal School Board



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Inclusion Policy

Carlyle Elementary School is part of the English Montreal School Board (EMSB) and adheres to the EMSB's *Policy Governing the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities* (SS-07). In alignment with EMSB guidelines and the IB philosophy of inclusion, Carlyle is committed to fostering a caring and inclusive learning environment in which all students are valued, supported and provided equitable access to learning opportunities. The school strives to ensure that appropriate resources, services and supports are in place to promote the successful inclusion and participation of students with diverse learning needs within the regular classroom setting whenever possible.

Students identified as requiring additional support may have an Individualized Education Plan (IEP) developed collaboratively by school staff, parents/guardians and when appropriate, the student. The IEP is reviewed annually and updated throughout the school year as needed to reflect the student's strengths, needs, goals, accommodations and recommended interventions. Year-end recommendations support continuity of services and successful transitions between grade levels and support staff.

Depending on individual needs, students may receive additional support services, including resource support, professional services, assistive technology or integration support measures that promote student independence, participation and academic success. Confidential student records and IEPs are accessible to relevant staff members to ensure appropriate planning, support and continuity of care while respecting confidentiality procedures.

Students with an IEP may receive accommodations, adaptations or modifications based on their individual learning profile and needs. Adaptations are measures or strategies put in place to reduce barriers to learning while maintaining the expectations of the Quebec Education Program (QEP). These may include instructional strategies, flexible learning approaches, assistive technology or assessment supports that enable students to access and demonstrate learning in ways that reflect their strengths and needs.

In some cases, modifications to the curriculum may be implemented as an exceptional measure when a student requires adjusted learning expectations aligned with their individualized goals. Such modifications are carefully planned, monitored and reviewed regularly to ensure they remain appropriate, relevant and supportive of the student's overall development and progress.

In alignment with the IB Primary Years Programme philosophy, Carlyle recognizes that inclusion is an ongoing process aimed at increasing access, participation and success for all learners. The school values student agency, differentiation, collaboration and the development of supportive learning environments that nurture the academic, social, emotional and physical well-being of every student.

The school's Allocation of Resources Committee (ARC) meets annually to review the needs of the school community and determine requests for additional support and services through the EMSB. The committee also reviews the Educational Plan related to student support services and inclusive practices within the school.

During the 2025–2026 school year, approximately 40% of Carlyle Elementary School's student population had an Individualized Education Plan (IEP), including 84 coded students, 30 non-coded students and 19 students awaiting assessment. In addition, seven students were following a modified program and one student was following the CASP program. These figures do not include newly arrived students or English as a Second Language (ESL) learners, many of whom also require differentiated support to ensure equitable access to learning.

As an inclusive IB World School, Carlyle recognizes the diverse academic, social, emotional and developmental needs of its students. The school is committed to providing differentiated instruction, targeted interventions and supportive learning environments that promote student agency, participation and success. Particular attention is given to language acquisition and literacy development, especially for multilingual learners and students requiring early literacy intervention. The level of language support required may vary across grade levels and student profiles.

Carlyle benefits from a collaborative and multidisciplinary team dedicated to supporting the whole child. The staff includes one principal, one vice-principal, 27 classroom teachers, four special education technicians, 11 attendants, five daycare staff, two secretaries, 30% library services, and two caretakers. Two full-time resource teachers provide support through both in-class and pull-out service models. The school also has two IB Coordinators who share coordination responsibilities alongside their teaching assignments.

In collaboration with the EMSB complementary services team, students may also receive support from a psychologist, occupational therapist, speech-language pathologist, social counsellor and Personal Development and Community Involvement Animators, according

to student needs and service availability. Additional services provided through the CIUSSS include nursing, social work and dental hygiene support.

In alignment with the IB Primary Years Programme philosophy and EMSB inclusion practices, Carlyle values collaboration among educators, professionals, students and families to foster a caring, respectful and inclusive school community where all learners feel safe, supported and empowered to reach their full potential.