



The Guelph Collegiate Vocational Institute

Proud of Our Past ... Confident in Our Future



Inclusion Policy

Rationale:

Inclusion is valued at GCVI and differentiation is embraced as a cornerstone of program design and instituted daily in all classes. Staff believe that education is a human right and are committed to removing barriers in teaching, learning and assessment. This foundation to schooling is set out by the Ontario Ministry of Education. All students with Special Education Needs are considered a normal part of our educational program and seamlessly included in all areas of the school. All students with Special Education Needs are accommodated as needed according to current best practice based on current information in consultation with school board experts, families, students and GCVI staff.

The implementation of this policy is the responsibility of the school administration or designate. It is available on the school website and posted to the IB google classroom. The policy is reviewed on a yearly basis.

Learning Diversity at GCVI:

The Guelph CVI has a long tradition of inclusive academic excellence that recognizes the individual needs of students and provides a diversity of authentic learning opportunities. All GCVI teachers, including those teaching in IB courses are professional educators who are committed to providing programs that accommodate the learning needs of all students including students with special learning needs. Inclusion at GCVI 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, 2). GCVI aims to provide an inclusive education through “affirming identity and building self esteem, valuing prior knowledge, scaffolding and extending learning” (The IB guide to inclusive education: a resource for whole school development, 2). Differentiation and inclusion are the assumed norms of the classroom and are infused into the professional practice of all staff. Inclusion at GCVI means that all students are treated as valued members of the school community where the needs of each individual are considered equally with the needs of others. At GCVI we are sensitive to the diversity of our school and surrounding community and remain flexible to recognize and celebrate our diversity. Academically, diversity is met with differentiation of curriculum and assessment where student choices are valued while student assessment remains equitable through the use of assessment rubrics.

School Board Support:

The UGDSB Program Department supports students with special education needs at GCVI with a variety of services that offer expertise through professional development, consultation, assessment, interventions, recommendations, strategies and specialized equipment through departments including Psychological Services (including Mental Health Psychology Support program for Secondary Schools), Special Education, Communication, Language and Speech Services, Counselling and Attendance and Social Work Service with consent of parents. These services flow through a pyramid of intervention model that allows for parents, students and educators to work collaboratively to share information, develop plans and respond to needs and concerns in a systematic and equitable manner. For more information on these School Board wide supports, visit the UGDSB's [Special Education Plan 2020-2021](#).

GCVI Support:

The underlying principle of Special Education is that accommodations can help students meet the expectations of appropriately chosen classes. GCVI has an exceptional special education team dedicated to meeting the diverse needs of learners and to mentoring and encouraging subject teachers to accommodate all learners. The Special Education and Student Success leads provide PD for all subject teachers focused on the support of all GCVI learners regularly at staff meetings. Through the Resource Room, special education teachers employ a wide variety of strategies that allow all students' learning needs to be accommodated. Special Education Assistive equipment is allocated to each student as required. These purchases are made possible through the School Board's budget. Special education teachers regularly access information sources that include the Ontario Student Record and Compass for Success which provide a foundational understanding of students with special education needs. GCVI special education teachers also access current information through direct dialogue with teachers, students, parents, other school and professional personnel and through regular academic progress reports that help extend the foundational understanding of all students including students with special education needs. Based on this information special education teachers consult with other teachers and school personnel and make reasoned recommendations concerning course choices and strategies for teaching. This information may also be used to create an Individual Education Plan (IEP) which is a written plan that outlines information and strategies to help ensure that students are able to show what they know. To ensure students are learning in a welcoming, safe and caring environment, GCVI follows the School Board's policies surrounding [safe, equitable and inclusive schools](#).

Individual Education Plans:

IEPs are created for students whose educational experience shows the need for accommodations to be put in place so that the student's best academic work can be achieved. IEPs are created and updated yearly or as needed by Special Education Teachers and used by the student's teachers to help meet the learning needs of students with special education needs. The IEP: summarizes Psycho-educational and other testing information that forms the basis for creating an IEP and indicates that a student's academic potential is not being realized; outlines the student's academic strengths and areas of need which provide context for the accommodations that need to be put in place; specifies instructional, environmental and assessment accommodations that are to be implemented in classes. The IEP is a working document that is re-visited and updated regularly based on consultation with students, families, teaching staff, administrative staff, social workers, child and youth workers, board consultants and community support agencies. These consultations consider a variety of factors including the most recent experiences of the student and strategies that constitute best practice contributing to the student's success. The IEP is consulted when inclusive access arrangements are considered for Diploma Programme assessments.

Student Services

Resources are allocated to train staff to support diverse learning needs. The School Board offers staff professional development opportunities focused on strategies to support diverse learning exceptionalities in the classroom. Within the school, time is allocated at staff meetings and during PD days to learn about high yield strategies to support diverse learning needs.

Students services offers:

- education assessments (Woodcock Johnson IV)
- daily help, and on-to-one support
- computer availability to access the internet and a variety of software such and Google Read & Write
- consultation with classroom teachers

- student support in classrooms
- regular check-ins with students with special education needs to gauge progress and success
- ongoing availability to consult and help solve issues for students and parents including academic and other challenges, timetabling needs, future directions
- Identification Placement Review Committee (IPRC) meetings, Grade 8 parents nights, frequent contact with all students and families early in the Grade 9 year to facilitate transition to grade 9 by anticipating possible issues and pre-empting their development

Inclusive Access Arrangements for Diploma Programme Assessments:

GCVI supports the IB's belief that:

all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their fair level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.(Access and Inclusion Policy, 1).

The guidelines and procedures outlined in the IB's *Access and inclusion policy* are followed when students require inclusion access arrangements, whether the arrangements require authorization or not. A student requesting inclusive access arrangements should meet with the IB Coordinator. The Coordinator will support inclusive access arrangements based on the guidelines provided in the IB's *Access and inclusion policy*.

Further information on access for additional language learners can be found in [GCVI's Language Policy](#).