



Superior C.V.I. – Equity and Inclusion Policy

Rationale: LDSB 1020

Lakehead District School Board (LDSB) is committed to equity and inclusive education. It includes promoting equitable and inclusive learning and working environments. Lakehead District School Board values equity, inclusion and respect for all.

Guiding Principles of Equity and Inclusive Education:

- is a foundation of excellence - in a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement;
- meets individual needs - equity does not mean treating all students in the same way but rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed;
- identifies and eliminates barriers - all students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential;
- promotes a sense of belonging - equity and inclusive education contribute to every student's sense of well-being;
- involves the broader community - effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system;
- builds on and enhances previous and existing initiatives - sound research and analysis of successful policies and practices form the basis for the development and sharing of resources; and
- is demonstrated throughout the system – Lakehead District School Board will incorporate equity and inclusive education throughout policies, procedures and practices.

Philosophy:

In accordance with Lakehead District School Board policy (1020), we believe at Superior C.V.I. in the principles of equity and inclusion and strive to uphold these principles in all we do. We believe that all of our students can learn and achieve and it is our responsibility to ensure that the conditions exist in which all students may realize their potential. As a school community, we work to remove barriers to students participating fully and meaningfully in their education. It is through the recognition and celebration of differences that we grow and learn together. Ensuring that the IB Programme at Superior C.V.I. is accessible to a wide of range students across Thunder Bay and the surrounding area is an important part of our approach to equity and inclusion.

Special Education:

At Superior C.V.I., we believe that all IB candidates with special education and/or assessment access needs should be able to demonstrate their ability under learning and assessment conditions that are fair and equitable. We will ensure that, should inclusive assessment arrangements be required, authorization will be requested to create the conditions that will allow candidates to demonstrate their knowledge and achieve their potential.

In addition to the policy of the IB Diploma Programme, candidates will also be assured appropriate support as students of the Lakehead District School Board, in accordance with Special Education Policy 5010 as stated below.

Rationale:

Lakehead District School Board believes in the ability of every student to learn and to benefit from learning. Lakehead District School Board believes that every student has the right to an instructional program appropriate to their individual needs, within the spectrum of services defined and described in the Special Education Plan.

Policy: LDSB 5010: It is the policy of Lakehead District School Board to provide education for all students with special needs as defined by the Ontario Education Act and Regulations.

Guiding Principles:

Lakehead District School Board supports the following guiding principles for the education of students with special needs developed in consultation with parents/guardians, the Special Education Advisory Committee (SEAC) and other appropriate organizations. There shall be a focus on:

- the whole child;
- equitable and inclusive education;
- high expectations for all students;
- early identification of students needs and intervention;
- a continuum of support services and resources;
- partnerships with parents, teachers, professional staff and the community supported by ongoing communication;
- support for teachers and support staff to develop the necessary skills and teaching strategies to teach all students; and
- learning opportunities designed to meet the needs of each student.

The Lakehead District School Board shall provide:

- program options, which are annually reviewed by the Board;
- student/teacher ratios as required under the Ontario Education Act for the different exceptionalities;
- fair access to specialized programs;
- inclusion experiences within the school as much as possible;
- consistent Identification, Placement and Review Committee (IPRC) processes; and
- assessment and evaluation procedures consistent with the Individual Education Plan (IEP) and 4021 Assessment and Evaluation Policy, and related procedures

Implications for the IB Diploma Programme

Should it be deemed that a student requires inclusive arrangements, the IB Coordinator and Special Education Facilitator will meet with the student and parents/guardians. An Individual Education Plan (IEP) will be developed by the school, reviewed by parents and the student, and communicated to the class-

room teachers. Any plan established for a student with Special Education needs will be developed with the Learner Profile, the student's needs and interests, as well as the policies of IB ("Learning Diversity in the IB Programmes: Special Education needs with the IBP" and "Candidates with assessment access requirements") and the Lakehead District School Board (1020, 5010). The IB Coordinator will work with the student, family, and Special Education Facilitator to select courses in such a way that the student will be able to demonstrate their strengths.

Subject teachers will be responsible for implementing any accommodations contained in the IEP; these may include accommodations to instruction, assessment, and environment. Many instructional and assessment strategies that are beneficial to students with special education needs are also used very successfully with the student body at large and may therefore be used widely. Teachers seek to differentiate instruction by a variety of means and to meet students where they are in their educational journey.

It may be necessary to consult with the IB Assessment Centre concerning inclusive arrangements for IB assessments; this will be facilitated by the IB Coordinator and undertaken prior to enrolling the student in the Diploma Programme. The IB Coordinator will consult with each subject teacher to determine appropriate access arrangements. The candidate and their family will have access to the arrangements to allow the candidate to become familiar with the plan and/or technology if required. The plan will be reviewed and monitored by the IB Coordinator and Special Education Facilitator to ensure that the arrangements are appropriate. The student's teachers and parent/guardian will have access to information concerning inclusive arrangements for school-based as well as internal and external IB assessments, including May examinations.

Should inclusive arrangements be deemed necessary for IB examinations or Internal Assessments, the IB Coordinator will seek authorization from IB and will provide any required documentation. If approved, the IB Coordinator will work with the Principal to obtain consent from the student and parent (dependent on the student's age). Any assistive technology required by a student will be provided by the Lakehead District School Board at no expense to the student.

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