



**OAKRIDGE SECONDARY SCHOOL**  
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## **Oakridge IB Inclusion Policy**

### **Inclusion Philosophy and Purpose**

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It is the policy of the Thames Valley District School Board to provide an environment that is inclusive and that is free of barriers based on age, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex (including pregnancy and gender identity), sexual orientation, record of offences, marital status, family status, and disability. As a school within TVDSB, Oakridge S.S. staff commit to providing accommodation for needs related to the grounds of the Ontario Human Rights Code (Code), unless to do so would cause undue hardship. Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. Oakridge staff work cooperatively, and in a spirit of respect, with all partners in this inclusion process.

The purpose of this document is to explain how inclusion and special education needs of students are provided by Oakridge S.S. staff, in accordance with TVDSB policies and procedures, the TVDSB Special Education Plan, IBO policies, and the Ontario Human Rights Code.

### **Guiding Principles of an Inclusive Education at Oakridge S.S.**

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At Oakridge S.S. our goal is to provide an exceptional learning experience for all students. In collaboration with all stakeholders, we strive to create a caring, equitable community that engages and develops globally competent students who demonstrate excellence in learning, achievement, and well-being.

Through this work we provide responsive, differentiated learning for all students so they have the opportunity to develop to their fullest potential. By using a strength-based approach, our staff create more inclusive learning spaces that recognize and affirm the identities of all learners and celebrate the diversity of each student.

Equitable outcomes and Human Rights are the foundation for all decisions concerning each student's experience at our school. Learning supports and accommodations are provided to students who require them to support equitable access to learning and assessments. These supports and accommodations are outlined by the International Baccalaureate Organization and the Ontario Ministry of

Education through the following documents, *Learning diversity and inclusion in IB programmes* and the *Special Education in Ontario Policy and Resource Guide*.

Students are empowered to use their voice to advocate for improved learning conditions. Oakridge S.S. staff listened to students with the intent of improving the learning experience for each student.

An inclusive educational experience is based on the protected grounds within the Ontario Human Rights Code. All students ought to see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. We commit to developing a learning environment in which all members of the school community:

- recognize, respect, celebrate, and value the diversity of all stakeholders,
- strive to ensure all stakeholders feel safe, connected, and respected,
- identify systemic barriers and biases and work to eliminate them,
- understand that equitable outcomes are achieved when individual differences are recognized and necessary accommodations are implemented,
- understand and implement the required process used to identify the need for learning supports and inclusive assessment arrangements (known as “accommodations” in Ontario),
- ensure that students who have been identified as requiring additional learning and assessment supports are provided with those supports,
- approach situations from a perspective of the IB Learner Profile’s 10 listed characteristics.

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### **Rights and Responsibilities**

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Students with special education needs in the IB programme are supported directly by their classroom teachers, and indirectly by Oakridge S.S. Learning Support Teachers (LSTs). The coordination of all special education services (inclusion) is a joint responsibility teachers and LSTs. In Ontario, students have Rights to accommodations that better support their learning as outlined by the Ontario Ministry of Education’s Learning For All document. LSTs help to provide inclusive accommodations to students who have been identified through the Identification, Placement, and Review Committee (IPRC) process. The LST would then facilitate the development, monitoring, and updating of each student’s Individual Education Plan (IEP) in close collaboration with all classroom teachers.

In addition, all students benefit from receiving individualized learning supports based in the philosophies of Universal Design for Learning (UDL). Teachers, school administration, Oakridge’s Student Success Team, parents, and LSTs better support students’ educational experiences when they implement UDL. Additional supports and accommodations are not limited to but can include the following:

- working with classroom teachers to deliver accommodations and supports for students within the regular classroom,
- ongoing monitoring of students’ progress,
- multiple and varied opportunities for students to demonstrate their learning,
- providing students with a scheduled support period during the school day,

- facilitating home/school communication,
- counseling and referral to community and/or board services,
- providing learning strategies course,
- supporting students' programming accommodations
  - varied teaching strategies, varied assessment strategies (e.g. observations, conversations, and products), and/or individualized equipment required to support students to learn and demonstrate their learning.

Accommodations do not alter the standards of achievement nor the overall expectations for a course. Instead, they provide the tools necessary for students to learn and demonstrate their learning in a fair, equitable learning space.

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### **IB Inclusive Assessment and Learning Requirements**

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For candidates who have an IEP or long-term medical condition, the appropriate requests will be made to the IB special educational needs department by the IB Coordinator following the necessary time frames. This request must be accompanied by the appropriate medical and/or psycho-educational documentation.

Documents must be dated no earlier than two years before the candidates' examination session. Candidates with temporary medical conditions and other adverse circumstances will be reported to the IB team responsible for authorizing specific requests.

At the discretion of the IB Coordinator, assessment accommodations may be requested as outlined in the IBO document called, "Adverse circumstances policy".

It may be necessary to consult with the IB Assessment Centre concerning inclusive, ongoing learning accommodations. 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 Learning Support Teacher to ensure that the accommodations are appropriate. The teachers of the student and their parent(s)/guardian(s) 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 through a developed IEP will be provided by the Thames Valley District School Board at no expense to the student.

## Confidentiality

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Oakridge S.S. regards confidentiality as an essential part of working with all stakeholders. Students are best supported when staff members have the most comprehensive information possible. Sharing this information is essential. All received information is confidential and is safeguarded with TVDSB policies and procedures. Oakridge S.S. staff members are committed to following TVDSB procedures and ensuring confidentiality when meeting the diverse learning needs of each student.

## Works Cited and IB Resources

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Documents that informed Oakridge's IB Language Policy include:

1. Ontario Ministry of Education "[Learning for All. A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)" 2013
2. Ontario Ministry of Education "[Many Roots. Many Voices. Supporting English language learners in every classroom. A practical guide for Ontario educators](#)"
3. Creating Pathways to Success Policy and Program Requirements, Kindergarten to Grade 12. Toronto, ON, Canada: Ontario Ministry of Education, 2013.
4. Growing Success Assessment, Evaluation and Reporting in Ontario Schools. Toronto, ON, Canada: Ontario Ministry of Education, 2010.
5. Ontario's Education Equity Action Plan. Toronto, ON, Canada: Ontario Ministry of Education, 2017.
6. Special Education in Ontario Policy and Resource Guide. Toronto, ON, Canada: Ontario Ministry of Education, 2017.
7. [Special Education Plan 2023](#). London, ON, Canada: Thames Valley District School Board, 2023.
8. Learning diversity and inclusion in IB programs. Cardiff, Wales: International Baccalaureate Organization, 2018
9. Accommodation Procedure. London, ON, Canada: Thames Valley District School Board, 2021.