



OCONOMOWOC
HIGH SCHOOL



Oconomowoc High School IB Inclusion Policy

Oconomowoc Area School District

MISSION: Empowering a community of learners and leaders.

VISION: To be an unrivaled learning community, seeking wisdom, honoring the past, and shaping the future.

Non-Negotiable Core Values

- *All learners will be held to high expectations.*
 - *All learners will succeed.*
- *All teachers will collaborate to strengthen each other's effectiveness.*
 - *All teachers teach all learners.*
- *All individual learners' needs will be met in the general education environments through flexible learning experiences.*
 - *All learners will engage in relevant curriculum that is diverse.*
 - *All teachers will design instruction by knowing each individual.*

The IB believes 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 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.

Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning.

This inclusion policy highlights the inclusive access arrangements (also referred to as access arrangements) available for IB assessment in the Diploma Programme (DP). However, the underpinning principle is that assessment is a part of learning and teaching. Therefore, this policy must be used to plan access arrangements for students during learning and teaching. Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching). This policy must guide teachers in

their plans to meet the access requirements of students for all their work during their educational journey in the school.

Oconomowoc High School adopts the Wisconsin Department of Public Instructions Model Special Education Policy and Procedures document to verify their establishment of special education requirements found in state and federal special education regulations.

With regard to inclusive practices, Oconomowoc High School's mission is to provide a continuum of services dedicated to ensuring all children achieve success based on their individual needs in the least restrictive environment by supporting and nurturing each student to reach their fullest potential to become valued members of their community. Our team is dedicated to excellence in its service to the children and families of our school district.

On occasion, it becomes necessary to accommodate student learning and assessment procedures. Candidates eligible for access arrangements/accommodations are those with individual needs such as students with disabilities receiving services under Section 504 of the Rehabilitation Act of 1973 or students receiving services under the Individuals with Disabilities Education Act (IDEA). These modifications are outlined in the student's 504 plan or Individual Education Plan (IEP) and currently in practice in the school setting.

Special Education and Student Services Staff

Our highly dedicated, knowledgeable, and professional staff is child centered and family focused in their service delivery. Through a collaborative process, our teams are constantly developing, monitoring and evaluating programs to ensure that we offer innovative, comprehensive services to all of our students. Families are considered an equal and important part of the team.

The Special Education/Student Services Department includes:

- Teachers/Learning Strategists
- Counselors
- School Social Workers
- School Psychologists
- Speech and Language Pathologists
- Occupational and Physical Therapists
- School District Nurse
- ELL (English Language Learner) Instructional Coach

All inclusive practices at Oconomowoc High School align with the policies set forth by the Oconomowoc Area School District Board of Education.

- OASD Board Policy 342.1 Programs for Students with Disabilities
- OASD Board Policy 411 Equal Educational Opportunities

Procedures for Planning inclusive access arrangements during the course of study

- At the beginning of each academic term, teachers are made aware of their students with
 - 504 plans
 - Individual Education Plans(IEP)
 - health care plans
 - limited English proficiency (ELL).
- Teachers review these plans and provide the access arrangements/accommodations as outlined in the plans. This includes all classroom work, formative and summative assessments that are part of everyday learning and teaching.
- 504s and IEPs are updated annually with representation from the student, the student's parents/guardians, the learning strategist, one or more of the student's classroom teachers and the student's counselor.

Procedures for Requesting inclusive access arrangements for IB examinations

1. Each fall, the IB Coordinator requests a data report that identifies all students enrolled in an IB course who also have an identified special need (504, IEP, ELL, or Health condition) that may require assessment accommodations.
2. The IB coordinator collaborates with parents, learning strategists, school psychologists and school health professionals to verify the necessary assessment arrangements and collect supporting documentation, including consent from the student's parents/guardians to submit the request.
3. The IB coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS.
4. After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the assessment calendar and invigilator roles as necessary.
5. The IB Coordinator meets with each student individually to explain his or her individual assessment access arrangements.

Arrangements not requiring authorization

At the discretion of the coordinator (or head of school), the following arrangements are permitted in IB assessments without authorization from the IB.

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of

buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound.

- For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB.
- If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
- For a candidate who has color blindness, a designated person is permitted to name colors in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions.

All regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

Arrangements requiring authorization

Refer to *IB Access and Inclusion Policy* for specific authorization criteria, supplementary points and examples

- Access to modified papers (Large Print, Braille, Colored Paper)
- Access to additional time
- Access to writing (Graphic Organizers, Scribe, Word Processor, Speech Recognition Software, Transcriptions)
- Access to Reading (Reader, Reading Software)
- Access to Speech & Communication (Sign Language interpreter, Reading Pen, Augmentative communication device)
- Access to practical assistance
- Access to calculators
- Access to extensions to deadlines
- Access to deferral of external assessment
- Additional opportunities to retake exams
- Access to alternative venues
- Access to reasonable adjustments

Access for additional language learners

- Extra time (25%, written examinations)
- Extra time (25%, oral examinations)

- Reader/reading software
- Word processor with spell checker

Access to listening comprehension examinations (DP/CP)

- Additional time for producing written responses
- Scribe
- Reader
- Additional time for listening
- Lip reading
- Exemptions- Candidates with severe and total hearing impairment who cannot lip read can be exempted from the listening comprehension examination.

IB Policy Review

The IB Coordinator, Head of School, Director of Student Services and IB DP/CP teachers review the IB policies as needed.

Actions taken by the school to implement the access and inclusion policy

1. Review of policy during IB collaboration time.
2. Access to policy via website and common drive.
3. Ongoing inclusion/special education professional development opportunities for teachers.

Actions taken by the school to communicate the access and inclusion policy to all members of the school community.

1. Access to policy via public website.
2. Email copy of policy with parents/guardians of all DP and CP candidates, when requested

References:

IB Access and Inclusion Policy

Published November 2018, Updated February 2021, August 2021, February 2022