Oconomowoc High School IB Inclusive Education Policy

IB programmes “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB mission statement 2004) In the field of special education the IB philosophy and practice are particularly significant. Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students. These outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community. Teachers are also rewarded professionally and personally as they develop an enhanced sense of community within each classroom.

Students with Special Assessment Needs on IB Assessments

Oconomowoc High School believes that all candidates should be allowed to take their examinations under conditions that are as fair as possible. Reasonable modifications and accommodations may be authorized to eliminate assessment bias, which could prevent students with special needs from demonstrating their knowledge and skills.

On occasion, it becomes necessary to accommodate student assessment procedures. Candidates eligible for special assessment 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) who require modifications and adaptations for accurate assessment. These modifications are outlined in the student’s 504 plan or Individual Education Plan (IEP) and currently in practice in the school setting. Accommodations may involve allowing extra time to complete assessments, allowing for the use of a word processor, and/or allowing for rest periods during an assessment. The IB coordinator collaborates with students, parents and learning strategists to submit requests for inclusive assessment arrangements on IB assessments. Any reasonable adjustments for a particular candidate pertaining to his/her unique needs will be considered.

Assessment arrangements permitted in examinations without prior authorization from the IB Assessment Centre.

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. For example, lighting may be a particular consideration for a candidate with a visual issue, or a room with an echo may be detrimental to a candidate with a hearing issue. Furthermore, a candidate’s condition or the nature of the special arrangement (for example, use of audio DVD or the act of reading assessments aloud for the reading disabled, a scribe,
or a word processor) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of the IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator. The duration of the examination for this candidate would be the same as the time specified in the examination schedule, unless the IB Assessment Centre has authorized additional time.

The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing issue).

A candidate may take medication and/or refreshments to alleviate a medical condition such as diabetes.

A care assistant may be in attendance if this is necessary 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 (for example, a colored overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, colored filter lenses) is allowed to use the aid in examinations.

A candidate with a hearing issue may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper.

Assessment arrangements requiring prior authorization from the IB Assessment Centre
A request for special arrangements must be submitted on the form Request for special assessment arrangements (form D1) and supported with:

- medical/psychological/psycho-educational documentation (translated into English, French or Spanish where necessary) and at least one piece of educational evidence.

The purpose of the educational evidence is to show that the access requested has been the candidate’s usual way of participating in classroom activities and tests. The only exceptions to this would be for candidates with mental health and medical conditions with recent onsets for whom access arrangements for classroom and examination participation may not have yet been included as their usual way of working. Examples of educational evidence include:

- Anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/ inclusion coordinator or school
• An individualized educational plan (IEP)
• Samples of the candidate’s work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which need only be in one subject, must be work that has been written in English, French or Spanish
• Evidence of correspondence or records from a previous school where the candidate was enrolled and whether the access arrangement was used

Modifications to examination papers
Sometimes a candidate may require a specific font and/or font size on A4 size paper (297 x 210mm) or A3 paper (420 x 297mm) other than the standard 18 point font enlargement. For such a candidate taking an examination in a group 4 subject (that is, biology, chemistry, physics, design technology or sports, exercise and health science) please specify whether it is acceptable for the candidate to receive the paper 3 examination paper showing only his/her chosen options. If acceptable, specify the candidate’s choice of options. Note that if the candidate prefers to receive the examination paper showing all options this request will be met.

For a candidate with a visual impairment, please provide specific details of the Braille code required. As above, specify whether for a group 4 paper 3 examination paper the candidate requires only his/her chosen options in Braille, or the whole examination paper.

For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 x 297mm) with a font size of 18. If a candidate can access this standard enlargement, coordinators are encouraged to use this standard enlargement. Nevertheless, requests for alternative enlargements can be met.

Learners with Kinesthetic needs (concrete prompts, manipulatives to demonstrate concepts or ideas, etc) will have needs met via their Universal Design for Learning (UDL) and Individual Education Plan (IEP).

Procedures for access arrangements (DP and CP) at OHS
The IB Coordinator uses the following Procedures to ensure access arrangements for students with inclusive assessment needs.

1. Each fall, the IB Coordinator requests a data report that identifies all student enrolled in an IB course who also have an identified special need (504, IEP 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.
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.

Inclusive Educational Practices
Difference and diversity are central in IB World Schools where all students enrolled in IB programs should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students.

Teaching generic learning strategies separately from teaching academic content tends to result in students’ failure to apply these strategies when it really counts, which is in learning academic content as well as in daily living. Teachers new to IB programmes may require factual and procedural knowledge when teaching students with special needs, such as:

- information about factors that affect a student’s learning, particularly with regard to inquiry-based learning
- how best to respond to the student’s needs
- how to differentiate and match teaching approaches to the student need, as indicated in the school’s policy
- knowledge of technology that has assisted in alleviating and removing barriers to learning.

If all these aspects are addressed in some way then it is possible for transformational learning to take place, enabling the majority of students to express their deep understanding and critical thinking in a variety of ways.

Inclusion
Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities. Inclusion is more about responding positively to each individual’s unique needs. Inclusion is designed to prevent the marginalization of historically oppressed student groups The IB supports the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
• The interests of all students must be safeguarded.
• The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
• All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
• With the right skills training, strategies and support, the majority of students with special educational needs can receive an education within the general education setting.
• Inclusion will not always be appropriate for every student all of the time.
• Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.
• Any inclusive environment must be effective, friendly and welcoming, healthy and protective, and culturally responsive for all learners.
• The development of such child-friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools.

Inclusion and differentiation are most successful in the contexts of learning communities where there is a culture of collaboration that encourages and supports problem solving.

**Differentiation**
There has been a tendency in some schools to assume differentiation is merely another word for helping underachievers. In practice, planning a unit of work or developing coursework to provide a range of learning approaches for achieving common goals should show that all students benefit from the differentiated process. Although differences between students become more marked as they get older, they are evident among learners at any age. Differentiation is accepted as a method of continuing review and adaptation of goals and learning methods within a classroom. It is important to ensure that each individual is supported to make the most effective use of the range of learning opportunities provided. There should be a variety of activities and resources that match the goals and methods of the learner and are relevant to their skills and knowledge. It is essential that all students have an understanding of themselves as learners so that they will be able to self-advocate independent learning skills within any of the IB programmes.

**Assessment**
When it comes to assessing the differentiated units of work or set tasks ongoing assessment is a vital key to inform teaching and learning for both teachers and students. Assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning.
Assessment should be diverse and relevant to the learner, allowing for differentiated assessments with different entry and exit points. The purposes and outcomes of the assessment process should be explicit to all. Elements of social interaction and personal growth should be part of the assessment process. Differentiation should be implemented as an ongoing whole-school practice to:

- transform teaching and learning
- develop classroom relationships and expectations
- differentiate assessment practices.

Four principles of good practice
The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but that are particularly relevant to those with special needs. These principles are based on elements of good practice that are essential to the development of the whole person.

Affirming identity and building self-esteem
Valuing prior knowledge
Scaffolding
Extending learning

OASD Core beliefs with regard to Programs and Services for Students with Disabilities
We Believe...

- In considering the whole child before the disability
- In integrated comprehensive services in the least restrictive environment for each individual
- All children have the right to access all school opportunities and learning
- Every school community should provide a positive environment to help foster a sense of belonging, safety, a feeling of self-worth and respect for all students
- In helping each individual reach their fullest potential
- We share the responsibility for the success of all of our students
- All children deserve the opportunity to learn with their peers in their neighborhood schools and get what they need to be successful
- We can all learn from each other to build capacity as part of a diverse community
- In high expectations
- That hopes and dreams for the future are important
- In the value of family and school relationships for the success of the child
- All children have a right to a personalized education
- Diverse populations provide valuable learning opportunities for all members of the school community

Universal Design for Learning (UDL)
Oconomowoc Area School District’s most important goal within our “innovative instructional programming” strategic direction remains our commitment to creating instructional opportunities using a Universal Design for Learning (UDL) framework. UDL is an essential component of modern learning environments. The principles of UDL influence our instructional practice. Ultimately, our goal is to ensure that all OASD students find engagement in our learning opportunities and we are committed to developing teacher practice to meet our students’ academic, social and emotional needs.

WHAT DOES TEACHING IN A MODERN LEARNING ENVIRONMENT LOOK LIKE?

- Teacher planning that begins by understanding the composition of his/her class before focusing exclusively on the content.
- Creating a learning environment that is built on positive relationships with all students, while promoting a sense of value for all learners.
- Establishing learning intentions and success criteria for students before and during units. This practice allows accelerated and struggling learners to find value in the content instructed and activities planned.
- Classroom design in which the form meets the function of the activity. We strive to create classrooms that are student-centered, or built with student needs in mind. This flexibility allows for learning to occur in multiple manners depending on the activity or lesson.

ENGAGING STUDENTS AT ALL LEVELS

Teachers across various departments expressed a desire for a conversation on how to best personalize our curriculum to meet the needs of all learners. We set a goal to focus on aligning the math and science departments with appropriate standards, while at the same time helping teachers build a strong understanding in instructional practices that will help them engage students in the learning process. OASD will continue to support all teachers across all departments and grade levels in the quest to create a community of engaged students who take charge of their learning.

School Admission Procedures

The Oconomowoc Area School district is a public school and there are no admission requirements to attend any of the district schools. There are no admission requirements for any of the academic programs at Oconomowoc High School. This practice ensures that all students have access to meaningful and equitable curriculum. Students involved in the International Baccalaureate Diploma Programme/Career-related Programme, the Advanced Placement
Courses, Project Lead the Way or any other academic offering do so based on choice and appropriate preparation course work.

**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.

Transition efforts, technology, collaboration in the community and accountability to the highest degree of overall achievement are integral pieces in our individualized programming efforts.

The Special Education and Student Services Department is comprised of many individuals, including:

- Teachers/Learning Strategists
- Teacher Assistants
- Counselors
- School Social Workers
- School Psychologists
- Speech and Language Pathologists
- Occupational and Physical Therapists
- ELL (English Language Learner Teacher)

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

**IB Policy Review**

The IB Coordinator, Head of School and IB DP/CP teachers review the IB policies annually.

**Actions taken by the school to implement the inclusion/special education policy**

1. Annual review of policy during IB collaboration time in fall.
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 inclusion / special needs 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 students in the fall of year 1.

**References:**
Candidates with Assessment Access Requirements (IBO 2009)
Learning Diversity and inclusion in IB Programmes (IBO January 2016)
Meeting Student Learning Diversity in the classroom (IBO May 2013)

**Acknowledgements or adapted from IB Publications:**
Special Education Needs within the International Baccalaureate Programmes. (August 2010)
IB Inclusive Assessment Arrangements (2014)
Candidates with Assessment Access Needs (March 2014)