

Ozark High School – Inclusion Policy

Introduction

Authorized in 2011, the Ozark High School International Baccalaureate Diploma Programme offers a rich academic program of study aligned with our school's mission statement as well as the mission statement of the International Baccalaureate Organization. As defined by the International Baccalaureate Organization, inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Philosophy

Ozark High School believes that all students can learn and they desire to succeed. It is our job not only to provide access to a reasonable education, but to ensure that our students are learning and growing. Recognizing that we are all unique learners, we assume the responsibility, with the student and family to uncover the ways in which our students learn/perform at the best (this may include, but is not limited to, searching for underlying skill/learning deficits, before assuming a lack of motivation). We set high, but realistic goals of all students. We will differentiate our daily instruction to accommodate and challenge our advanced and our developing students. Ozark High School offers additional support and/or extension to those who qualify. These individual needs may include, but are not limited to, learning disabilities, autism spectrum disorders, communication and speech difficulties, social, emotional and behavioral difficulties, and physical and medical challenges (including concussions), and Talented and Gifted (TAG) students. Services may include classroom differentiation, individual student interventions, problem solving team meeting (RTI) and continuous monitoring of progress.

Practices

At the center of international education in the IB are students with their own learning styles, strengths and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. Barriers to learning may be found in the way schools are organized and resourced, the cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis.

Ozark School District will work with educators, learning support professionals, parents, students and all stakeholders to put in place processes to remove barriers to learning for every member of the school community. It is the responsibility of every teacher, as a teacher of all students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners.

Ozark supports access for all students to the IB programme and philosophy. The school develops and implements policies and procedures that support the IB programme. The school provides support for its students with learning needs and support for their teachers. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives. Teaching and learning addresses human commonality, diversity and multiple perspectives. It also differentiates instruction to meet students' learning needs and styles and fosters a stimulating learning environment based on understanding and respect while encourages students to demonstrate their learning in a variety of ways.

Identification

It is the policy of the Board of Education to provide a free and appropriate public education (FAPE) for students with disabilities who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

The special education director will arrange for district students and children who are not enrolled in the district but who may need special education services to be evaluated to determine their eligibility for special education services in accordance with the law and state and local plans.

The Board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

If a student is evaluated for special education services and the parents/guardians disagree with the evaluation, the parents/guardians may obtain an independent educational evaluation (IEE) at the district's expense, as allowed by the IDEA. Applicable procedures, evaluator criteria, and location and cost limitations governing the IEE process are available through the district's special education director. The Board delegates to the superintendent or designee the authority to make changes to these procedures, evaluator criteria and cost guidelines.

These items will adhere to rules published in the Missouri State Plan and the local plan for compliance with the law.