



The Odyssey Institute for Advanced and International Studies International Baccalaureate Middle Years Program Inclusion Policy

Philosophy:

“The Odyssey Institute for Advanced and International Studies aims to develop inquiring, knowledgeable, and caring scholars who work to create a better and more peaceful community through intercultural awareness, understanding, and respect. We strive to establish a culture of empowerment and of support by an engaging staff that enhances scholars potential while empowering scholars To Dream, To Achieve, To Lead.”

“ Learning communities become more inclusive as they identify and remove barriers to learning and participation. IB programmes aim to increase access to the curriculum and engagement in learning for all students.” *Learning diversity and inclusion in IB programmes* (2016)

Identification:

In order to ensure all scholars with a possible academic, social, or emotional disability are identified, Odyssey has implemented a Child Study Team referral process. In the first round, teachers will provide interventions to scholars directly targeting the area of concern. Scholar progress will be monitored closely and documented for 30 days. Parents are also contacted and notified of their scholar’s areas of concern as well as the plan for supporting the scholar in the classroom. After 30 days, teachers will meet, review data and scholar progress. If scholars of concern have not made significant improvement, they are referred to the Child Study Team. Further interventions are put into place and support personnel will go into classrooms to support scholars in the area of concern, provide specific interventions, and monitor scholar progress closely. After 90 days, if a scholar is still struggling, the CST will convene a MET (Multidisciplinary Education Team) meeting, which includes the child’s teachers, parents, special education teacher, and any other people pertaining to areas of concern. The MET will decide if they would like to proceed with a formal evaluation. If, after an evaluation, a scholar is identified as having special needs, an IEP is put into place for that scholar. The scholar is then supported by the IEP team, through inclusion, based on the individual needs of each scholar.

What is Inclusion?

Inclusion is a term reflecting the educational position that all individuals with disabilities will participate alongside their nondisabled peers in the general education setting and are provided access to the curriculum in the least restrictive environment. Support services will be provided within the general education setting and in some cases, placement will be determined by the IEP team, based on the individual needs of each child.



Inclusion Model

All Odyssey 6th-10th grade scholars will participate in the International Baccalaureate Middle Years Program (MYP) to the fullest extent possible.

- All students will be exposed to MYP Subject Areas, Approaches to Learning, and assessment criteria as deemed appropriate by their IEP team and outlined in their Individual Education Plan (IEP).
- The special education teacher and general education teachers will collaborate in creating academic rubrics for all MYP and IB classes, which may be modified based on each scholar's individual learning needs. [L] [L] [SEP] [SEP]
- Collaborative planning and reflection will be used in the differentiation of instruction based on the diverse learning needs and styles.
- Approaches to Learning (ATL) will be utilized within the general education setting and adapted to the individual needs of the scholar.

Monitoring scholar success:

Each scholar's case manager provides each of the scholar's teachers with IEP report specifying the accommodations and possible modifications that must be implemented in the classroom. The special education teacher will then go into the classroom to work on specific IEP goals as well as to support the scholar with their academic progress.

Each month, the special education team will assess each scholar's IEP goals to track growth and progress closely. This progress is then reported to the scholar's parents on a quarterly basis.

IEP meetings are then held annually to discuss scholar progress, implement new goals, and adjust accommodations and modifications as necessary. Scholars are often encouraged to attend these meetings, as they are a crucial part of their special education team.