Oakmont High School Inclusion Policy

Our Philosophy

At Oakmont High School, we recognize that there is no "average" brain and, therefore, no "average" student. We embrace learner variability, moving beyond diagnostic labels like ADHD, Dyslexia, or ELD. We believe these labels do not define a student's potential or dictate their path to success.

Our Commitment to Equity: We strive to meet the diverse needs of every Viking by honoring their unique strengths and backgrounds—including their race, ethnicity, gender, sexuality, language, and economic status. We ensure this by:

- *Implementing the Viking Expectations:* Cultivating an environment of engagement, responsibility, respect, and integrity.
- *Proactive Inclusion:* Every year, we analyze student perception and academic data to identify "missing" students—those who qualify for advanced courses but have not yet enrolled—ensuring every student has access to high-level opportunities.
- *Dynamic Environments:* Designing learning experiences and cultures that adapt to the student, rather than forcing the student to fit a mold.

Inclusion and Access

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It addresses learning support requirements, and questions the broader objectives of education, the nature of pedagogy, curriculum, and assessment. Oakmont will continue to foster a culture of collaboration, mutual respect, support, and problem solving. We believe student involvement is a key ingredient to academic, social, and personal success. We continuously reflect and assess our current course and program offerings to provide an inclusive education service that offers excellence and choice, incorporating the views of all stakeholders.

Differentiation and Accommodation (IEP and 504)

Differentiation is the continued review and adaptation of goals and learning methods. As a part of this process we work with each learner to find the most effective strategies for achieving agreed upon goals. This allows learning opportunities to be provided that enable every student to develop, pursue, and achieve appropriate personal learning goals. All students are provided equal access to general education classes, including students with disabilities and English Language learners. Special education support classes are provided to students who require alternative curriculum in accordance with individualized learning plans. Although not all students have formal educational plans, teachers are expected to differentiate their lessons and provide support to meet the needs of their diverse classrooms.

Our staff has access to training and opportunities to expand on their skills and talent in this area. The principles of the Approaches to Teaching and Learning are a part of the classroom environment at our school. These allow us to develop and adjust to the changing needs of our student population.

It is the philosophy of our school that good teaching practice includes a variety of accommodations to meet the needs of all learners. The intent of accommodations is to reduce and remove barriers to successful learning. Each individual student's needs must be considered. These accommodations may include, but are not limited to:

- Additional time on assessments or assignments
- Flexibility in presentation of material and resources/reception of content
- Flexibility in response (multiple ways for students to demonstrate understanding)
- Use of human assistance (scribe, read aloud, or other approved tools)
- Flexibility in equipment, setting or location
- Reasonable adjustments as agreed upon with all stakeholders

Educational Codes and Laws

Oakmont High School follows all California state and United States federal education codes and laws in regards to inclusion and access. These include Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Students who qualify for Special Education are assigned a case manager who monitors the student goals and educational progress. School counselors oversee student 504 plans and work closely with teachers, parents, and students to accommodate all learning needs.

Differentiation (Emerging Bilingual)

Emerging bilingual students arrive with a wide variety of language skills thus allowing us to place students in English Language development classes that correspond to their current language needs. Students receive a myriad of lessons, strategies, and differentiation in order to build their language skills. The curriculum is scaffolded to meet students' current English level with an emphasis on allowing students extra time.

Emerging bilinguals are enrolled in a semester-long language course that supports their language growth in the use and application of high level academic terms. While emerging bilinguals are receiving specialized instruction part of the year, the expectation is that all teachers will give students extra time along with implementing scaffolds and differentiate their instruction in order to ensure student success.

Student Social, Emotional and Physical Well-being

Oakmont Wellness Center is a safe place on campus where students, parents, and staff can access support and resources to promote positive mental health. A licensed mental health clinician coordinates Oakmont's Wellness Center. Our Wellness Center is staffed with a full-time clinical counselor. We also have a full time family and community engagement liaison to help connect parents better to the school community. Each school year the wellness center also has 3-5 interns who are studying for degrees in social work or counseling. Students have access to the Wellness Center throughout the day for counseling groups, self-referral, or staff-referred sessions.

In conjunction with the Positive Behavioral Interventions and Supports (PBIS) team, our wellness staff and counselors present at monthly staff meetings topics related to the social and emotional well-being of both our students and staff. Our PBIS Team consists of administrators, teachers, counselors and wellness staff. The focus of the team is to provide universal support for all students in order to promote positive behavior. At Oakmont we have adopted four Viking Expectations (Choose respect, Be responsible, Have integrity, Actively engage). The expectations are infused into classroom norms and are intentionally annually reviewed with students at all grade levels.

Aligning with the California State Standards, Oakmont High School requires all ninth and tenth grade students to take two physical education courses. Students are also required to take a health class in their ninth grade year. These classes provide students essential skills and knowledge that promote lifelong health and wellness. Students are also encouraged to have a balanced life outside of school, which includes school supported clubs, academic teams and three seasons of athletic sports.

Review Process for Inclusion Policy

The Assessment, Academic Integrity, and Language policies reflect the principles of this Inclusion policy. This policy will be reviewed on an annual basis by the Oakmont IB Teacher Team, IB Coordinator, and Leadership Team. Areas that need to be updated, refined or re-aligned with IB policy will be communicated to the Head of School who, with the Administrative team and IB Coordinator, will determine the appropriate action needed to address changes.

This policy will be published on the Oakmont High School website.