



St. Luke School

Inclusion Policy

PYP (Primary Years Programme)

MYP (Middle Years Programme)

St Luke School

International Baccalaureate

MYP And PYP Inclusion Policy

INTRODUCTION

As an International Baccalaureate PYP and MYP candidate school, we recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded.

“Inclusion is an **ongoing process** that aims to increase **access and engagement** in learning for all students by **identifying and removing barriers**.”

International Baccalaureate Organization, “*Learning Diversity in the International Baccalaureate programmes: Special educational needs within the IB programmes*”, August 2010

Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum. At St Luke School, we follow the guidelines set forth by the IB Programme, which recognizes four principles of good practice:

- 1)affirmation of identity and building self-esteem
- 2)valuing prior knowledge
- 3)scaffolding
- 4)extended learning

ARCHDIOCESAN POLICY STATEMENT

- St Luke School follows the Guidelines set forth by the Archdiocese of Seattle Catholic Schools in the Policies Manual, specifically Section 4 “Ensuring Student Welfare and Safety”.
- In 2016 the Seattle Archdiocese implemented the *Diversified Learners Guidebook*, *Archdiocese of Seattle*. St Luke is following their recommendations on the identification, assessment, and implementation of support for students with special needs.

DEFINITION OF SPECIAL NEEDS

Many of our students have academic, physical, social, or emotional needs that are addressed so that each student may be successful. Recognizing these needs ensure that we are supporting the development of positive self esteem. These special needs include but are not limited to:

- Specific Learning Disabilities

- Speech and Language Impairments
- English Language Learning
- Visual Impairments
- Hearing Impairments
- Physical Impairments
- Health Impairments (Otherwise Health Impaired)
- Autism Spectrum Disorders
- Cognitive Impairments
- Social and/or Emotional Distress

Students with special needs are mainstreamed in all regular classes. Students in the PYP and MYP are assessed through classroom observations, assessments, and MAP (Measure of Academic Progress) performance. Teachers and the Learning Resource Specialist further assess identified children to determine each child's individual needs and materials they require to achieve levels of understanding. They are provided one on one and small group support through collaboration with the content area teacher and Learning Support Specialist. All teachers collect and analyze data, monitor progress, and set learning and behavior goals with students and parents.

SUPPORT GIVEN AND SERVICES PROVIDES

- Yearly hearing and vision screenings and referrals for follow-ups
- Learning Resource Center that identifies and manages interventions for students with special needs
- Creation and implementation of Individual Accommodation Plans for students on public school IEP's, 504's, and for students with a diagnosed learning disability and/or behavior challenges
- Coordination of Special Education Services with local public schools
- Coordination and consultation with Private Therapy Services for families

INTERVENTIONS/ACCOMMODATIONS FREQUENTLY UTILIZED

- All Teaching Staff and Administration have access to Student Support Plans, Students on Accommodation Plans, and Strategies for Intervention (Red Binders)
- Student Support Plans for Tier One and Tier Two Students
- Accommodation Plans for Tier Three Students
- Assessment practices that identify prior knowledge and provide opportunities for extended learning
- Scaffolding and Differentiation Planning and Practice
- Assistive Technology
- Small Group Instruction
- Scribe

- Reader
- Extended Time
- Leveled Readers
- Organizational Support
- Alternative Testing Environment
- Homework support (0 Period)
- Behavioral Modifications and Plans
- Kinesthetic/Movement Opportunities
- In rare cases possible alternate rubric provided for students with Tier Three accommodations
- Explicit instruction in social and emotional well being

ACADEMIC SUPPORT FOR MYP PROGRAMS

Due to the rigor of the MYP Program and assessments, there may be students who are not identified as special needs but who may struggle with achieving a high degree of understanding without additional support. In these cases, the following flexible supports are implemented.

- 1x1 study time with the teacher(s)
- study period before or after school
- pull out with Learning Specialist for either pre-teaching or review
- peer tutoring
- after school tutoring

RESOURCES TO SUPPORT THE POLICY

OSERS: Office of Special Education and Rehabilitative Services

U.S. Department of Education Title Programs

REVIEW OF THE INCLUSION POLICY

The St. Luke School Inclusion Policy will be reviewed annually. A committee comprised of representatives of the Administration, Teachers, Learning Support Staff, School Commission and IB Coordinators will revise after a review of our inclusion program and practices.

APPENDIX

Resources:

- International Baccalaureate Organization, *“Program Standard and Practices”*, 2014-2016
- International Baccalaureate Organization *“MYP: From Principles into Practice”*, 2015
- International Baccalaureate Organization *“Learning Diversity in the International Baccalaureate Programmes:Special Educational Needs Within the International Baccalaureate Programmes”*, 2010

•Bloomfield Hills High School, Bloomfield Hills Middle School, East Hills Middle School, & West Hills Middle School “*MYP Inclusion Policy*”, December 2014-2015

•“*Ensuring Student Welfare and Safety*”, Section 4 of Policies Manual Archdiocese of Seattle Catholic Schools

•***Diversified Learners Committee***

Office for Catholic Schools - Archdiocese of Seattle

Mission Statement: *The Diversified Learners Committee (DLC) is a dynamic group of principals, teachers, and parents whose work is intended to support students of varying ability and diverse learning needs as inclusive members in Catholic school classrooms.*

Belief Statements

The DLC commits to educating the whole child: spiritually, academically and socially.

The DLC is rooted in the belief that inclusion is a cornerstone of our mission.

The DLC is dedicated to including exceptional learners in Catholic schools.

Actions

The DLC continually provides professional development to all faculty and staff.

The DLC guides regional support between our Catholic schools in the teaching and learning of diverse learners.

The DLC promotes inclusion of students through the sharing of common resources.

The DLC combines efforts with the Office for Pastoral Care to broaden the scope of archdiocesan services to those families most in need, working collaboratively with our school pastors and parish staff.

Inclusion in the school reflects IB Inclusion philosophy:

Standard A9: The school supports access for students to the IB programme(s) and philosophy.

Standard A9a: The school strongly encourages participation for all students.

Standard B1.5b: The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.

Standard B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.