



St. Luke School Inclusion Policy

PYP (Primary Years Programme)

MYP (Middle Years Programme)

**St Luke School
International Baccalaureate
MYP And PYP Inclusion Policy
Fall 2025**

INTRODUCTION

As an International Baccalaureate PYP and MYP 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 Archdiocese of Seattle Catholic Schools' Policies Manual, specifically Section 4, “Ensuring Student Welfare and Safety.”
- In 2016, the Archdiocese of Seattle implemented the *Diversified Learners Guidebook*. 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 to ensure each student's success. Recognizing these needs ensures we support the development of positive self-esteem. These special needs include, but are not limited to:

- Specific learning disabilities
- Speech and language impairments
- Multilingual Learner (MLL) English language learning
- Visual impairments
- Hearing impairments

- Physical impairments
- Health impairments (otherwise health impaired)
- Autism Spectrum Disorder
- Developmental Delay
- Emotional/Behavioral Disability (EBD) 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, Acadience, the Dyslexia Screener, and MAP (Measure of Academic Progress). Teachers and the Learning Resource Specialist Team further assess identified children to determine each child's individual needs and the plan they require to access the PYP and/or MYP successfully. Students are provided one-on-one and small-group support through collaboration with content area teachers and the Learning Support Team. All teachers collect and analyze data, monitor progress, and set learning and behavior goals with students and parents.

STUDENT SUPPORT GIVEN AND SERVICES PROVIDED

- Yearly hearing and vision screenings and referrals for follow-ups
- Learning Resource Center that coordinates academic and behavioral interventions for students who need additional support
- Creation and implementation of individual Accommodation Plans for students who qualify for public school IEP's, 504's, ISPs, and for students with a diagnosed learning disability and/or behavior challenges
- LRC and/or classroom teachers support students through Tier One and Tier Two plans/strategies/instructional approaches/tools
- Coordination of Special Education Services with local public schools
- Coordination and consultation with private therapy services for families

STUDENT INTERVENTIONS/ACCOMMODATIONS FREQUENTLY UTILIZED

- Student Support Plans for tier one and tier two students
- Accommodation Plans for students with identified disabilities
- Assessment practices that identify prior knowledge and provide opportunities for extended learning
- Scaffolding, differentiation, and/or backwards planning for learning engagements
- Assistive technology
- Small group instruction
- Scribe
- Flexible seating
- Reader
- Extended time

- Leveled readers
- Executive functioning support
- Alternative testing environment
- Homework support (Study Hall)
- Behavioral modifications and plans
- Kinesthetic/movement opportunities
- In rare cases, a possible alternate rubric for students with tier three accommodations
- Explicit instruction in social and emotional well-being

ACADEMIC SUPPORT FOR MYP STUDENTS

Due to the rigor of the MYP and assessments, some students may not be identified as needing additional support but still struggle to achieve a high degree of understanding without it. In these cases, the following flexible supports can be coordinated or implemented for students in conjunction with their families.

- 1x1 study time with a LRC support specialist teacher(s)
- lunch or exploratory period study hall with MYP teachers and/or a LRC support specialist
- pull out with a Learning Support Specialist for either pre-teaching or review
- after-school tutoring

STAFF SUPPORT GIVEN AND SERVICES PROVIDED

- Professional development for teaching best practices for diverse learners
- Dedicated time for collaboration around differentiation and unit planning
- Easy access to student support plans and Student Accommodation Plans
- Dedicated time with LRC staff to review student plans
- Support from LRC and IB Coordinators in creating flexible assessments
- Push in support from Learning Support Specialists

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 by the faculty, staff, and administration and is communicated to the school community via the Family Handbook.