

St. Andrew's School Academic Inclusion Policy 2026-2027

Statement of Purpose:

This document aims to clarify and outline the St. Andrew's Middle Years Programme (MYP) and the Diploma Programme (DP) Inclusion Policy. Our school is committed to serving a diverse student body that has open access to an International Baccalaureate (IB) curriculum. At St. Andrew's our longstanding Chapin Tradition of service, action, and inclusion governs and guides our daily interactions with the community. Being inclusive and understanding of different cultural backgrounds, experiences and ways of learning is integral to our School mission of empowering students to discover their unique value and embrace their full potential. We believe all students can learn, grow and flourish in a safe and supportive environment. Learners deserve to thrive in a least restrictive environment with opportunities to be challenged while accessing an appropriate level of support, built into their daily schedules. We aim to provide effective support for all learners through shared understanding of goals, and collaboration-- learning together what works best for individuals. This policy applies to both the MYP and DP programmes and is to be communicated to, and understood by all and will be revised annually.

IB Inclusion Statement:

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

Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. For many years, the St. Andrew's community has worked together to enable learning success for a diverse student body and will continue to do so as we commence our IB journey.

Guiding Principles to Support All Learners:

To support all learners, St. Andrew's has:

- A commitment to cultivating individual strengths and talents and respect for the differences among students
- Learning variability is valued as a rich resource within our community
- A collaborative system for the identification of learning needs through enrollment committee work, development of learner profiles, weekly student concern meetings, Education & Accommodations Plan meetings, and morning meetings.
- Advisors and teachers who know their students well and support the development of learner metacognition, self-knowledge, and action based on self-understanding and advocacy to affirm student identity, to promote self-esteem, and learning success
- Regular opportunities for ongoing communication about learning successes and challenges among teachers, advisors, students and families
- Teachers who are actively learning how to use formative assessment to inform instruction regarding each learner

- Teachers use Universal Practices (see table below, at end of document) to support learning.
- Opportunities to be appropriately challenged in their learning and to make progress, while accessing support services that will be reviewed at least annually in team meetings.
- IB unit plans are being developed to provide all students equitable access to inquiry-based learning, meaningful action, and reflection, supported by collaborative instructional planning among teachers.
- As teachers design units, learner profile attributes will be woven through every course to enable our Saints to create a more peaceful world through intercultural understanding and respect.
- As teachers design units, instruction will be based upon approaches to teaching and learning with the explicit instruction of skills within each unit: including but not limited to skills in thinking, communication, research, social and self-management.
- All faculty have set professional development goals in the area of UDL (Universal Design for Learning). Universal design includes consideration of ways to engage learners in the new content of a unit, how to represent the new information so all can access the learning and how to vary the modes students may use to describe and share their learning.
- All students are expected to meet St. Andrew's graduation requirements.

Admissions:

St. Andrew's goal is to enroll a diverse student body. An admissions committee collaborates to enroll students who will benefit from the programs of instruction we offer. Enrollment decisions are made by a committee and are based upon review of application materials including, a student interview, talk with family, and whenever possible a visit to St. Andrew's, previous school records, progress notes/official transcripts and letters of recommendation. When a student identifies learning differences, families submit current diagnostic and neuropsychological reports, as well as prior individual educational plans.

See St. Andrew's Admissions Policy for more information regarding the open access IB program for our enrolled students.

Learning Support Offered to Support Diverse Learners:

A variety of services are available for students who will be receiving Learning Support. For many, this can be built right into the day's schedule. The supports we have available are listed here:

- A co-taught content class, such as English (or English Language Arts) or math, taught collaboratively by both a content and learning support teacher.
- A small-group learning support Literacy Lab or Math Lab taught by a special education teacher focused on reading comprehension, written expression or math skills.
- As identified, working with an advisor who supports executive functioning
- A small-group Academic Workshop (to support increased metacognition, executive functioning and study skills & strategies, planning, organization, materials management, time management or other executive skills/areas)
- Speech and Language and Occupational Therapy services provided in a co-teaching model

- Academic tutorial or literacy tutorial (may be offered in a content area by a learning support teacher or specialist (e.g., Orton-Gillingham instruction))

The level of support and services to be provided is based upon a student's current level of performance and discussion with the student, family, and advisor annually. Families work with the Director of Learning Support to build a schedule to support the student. A learning support educator crafts an initial learning plan based on the information shared with admissions. This learning profile is shared with the student's teachers at the beginning of the year and includes key accommodations. Once teachers have had an opportunity to get to know the student at St. Andrew's, an Education & Accommodations Plan meeting is scheduled to build a formal annual plan for the student. This meeting includes the family, student (when applicable), advisor and teachers. As a result of the meeting, a plan is developed including a learning profile of strengths and vulnerabilities, as well as individualized accommodations. The plan is sent to the family for approval after the meeting. In the Spring, the team meets again to build a plan for the following year. St. Andrew's goal for each student is building the skills to succeed independently. Often students are exited from services as they develop independence and understand (and act upon) who they are as learners and the strategies that benefit them.

Some students with identified learning disabilities or other challenges may not need additional support services; however, they may need access to individualized accommodations. Families may share current documentation (within the past three years) of the learning difference and need for accommodations with the Director of Learning Support to assess the need for the plan at St. Andrew's. Regarding St. Andrew's foreign language requirement, the Director of Learning Support will work closely with families when a student is identified as eligible for a language waiver.

During the 2026-2027 academic year, St. Andrew's employs a full time college counselor, mental health counselor (social worker) and nurse (with additional evening/weekend nurses) to support the student body. Eight full time learning support teachers, one Speech Language Pathologist and an Occupational Therapist serve learners with identified needs. In addition, several part time teachers and/or tutors are also available to provide support.

Assessment and Accommodations:

St. Andrew's employs a range of formative and summative assessment strategies to evaluate both the process and product of student learning. Assessments may be differentiated according to student abilities and access requirements, as specified in individual Education & Accommodation Plans (EAP), which are reviewed annually. (See St. Andrew's Assessment Policy.)

Teachers are required to read and review students' EAPs on an annual/biannual basis and implement accommodations during class. For IB Diploma Programme (DP) external assessments and MYP Personal Project tasks, inclusive assessment arrangements must be approved in advance by the IB. The DP or Personal Project Coordinator collaborates with the Learning Support Department to ensure IB authorization. Requests for inclusive arrangements must be submitted at least six months prior to the examination session (e.g., by November 15 for May exams and May 15 for November exams) and must

include current documentation of educational evidence or standardized scores (within three years). IB authorization is also required for accommodations on the Personal Project or ePortfolio tasks.

Education and Accommodation Plan (EAP)

The Education & Accommodation Plan (EAP) identifies the physical or mental impairment and how the impairment substantially limits a major life activity. The EAP provides specific classroom accommodations and/or modifications a student needs to be successful. This may include(s): lesson presentation, physical arrangement of the classroom, test-taking, organization, access to technology to support accessing the curriculum, and assignment and homework accommodations. To be eligible for an EAP, a current Individualized Education Plan (IEP) from their home school district, Section 504 Plan, or recent neuropsychological evaluation report must be shared with the school. Evaluations older than three years do not qualify a student for accommodations on standardized tests; however, the student may still have an EAP and be eligible for classroom accommodations.

EAPs and St. Andrew's School 504 Plans are reviewed annually. Any revisions to the EAP are made in collaboration with the parents, student, teachers, and Director of Learning Support. All information related to our students' progress is filed in the students' confidential file.

Identifying Learning Challenges After Matriculation:

When learning challenges arise, teachers, students, advisors, and families collaborate to identify the cause and develop an intervention plan. With family consent, additional support may be provided by St. Andrew's counselors, nurses, learning support, or external specialists.

Teams addressing Student Success and Academic Concerns meet every eight days. Teachers and advisors may request support, and early-morning meetings may be convened with students and parents to review performance. The Assistant Head of School for Academics oversees all meetings.

Review of the Inclusion Policy:

The Academic Inclusion Policy is reviewed annually at the end of each school year by the subject group leadership team, which includes various stakeholders in the MYP and DP programmes. The faculty of St. Andrew's also reviews it each fall. Amendments to the policy will be considered annually, particularly in response to changes in the IB policy, developments within the school community, or shifts in community needs.

St. Andrew's Universal Practices:

This document outlines best practices for all teachers in the classroom.

Practice	Rationale/Link to Learning Variability
Classwork	• Creates a clear transition to class time • Provides support for big-picture thinkers and detail thinkers

Share a brief, general written agenda at the beginning of class	• Reduces anxiety • Promotes on-task behavior • Supports Executive Functioning: planning, organization
Scaffold the use of complex language through the use of synonyms, clarification, repetition, and concrete examples	• Helps students understand the directions • Supports English language learners (ELL), /LD students • Supports language development for students with language-based learning differences • Reduces misinterpretations of expectations • Supports working memory
Accompany oral directions with written directions. When possible, provide examples, such as demonstrations, models, and "think alouds"	• Provides students (supports tutors, parents, etc.) with a concrete source of expectations to refer back to • Provides a resource for accountability • Supports visual learners, and those who learn best through multisensory techniques • Reduces misinterpretations • Supports initiation of work
Provide comprehension checks regularly in class through oral questioning, student reiteration of information, etc.	• Provides the teacher with instant feedback regarding the students' understanding • Clarifies student awareness of own understanding • Have student provide a brief summary or paraphrase of information/concept; avoid asking yes/no questions • Particularly helpful to assess students who may have more difficulty with sustained attention • Supports working memory
Positive reinforcement and verbal praise, as warranted	• Provides feedback for students that they are on the right track • Reduces anxiety • Boosts confidence • Typically, the more specific, the better, but be sensitive to those who do not respond well to praise
Access to the teacher during extra help periods or at a mutually convenient time	• St. A's "Secret Sauce"; building relationships is key

Practice	Rationale/Link to Learning Variability
Homework Post/share assignments in Google Classroom. Provide a verbal	• Promotes independence and organization • Planners assist students in prioritizing/planning daily workload across classes

explanation reminding students to record assignments in the planner. Refer and Review often. Post all homework assignments in Google Classroom by end of that same academic day	• Supports accountability • Supports accuracy and eliminates misinterpretation • Supports oral and visual learners • Supports students with executive functioning challenges; prioritizing, planning, organizing • This is a scaffolded skill
Long-term projects are posted in Google Classroom: include a written description of each component or chunk, deadlines, clear grading criteria and/or rubric → Regularly review what's still outstanding in the long-term plan as components are completed → Share with learning services support teachers → Provide models, when appropriate	• Reduces anxiety • Reinforces organization and time management • Supports executive functioning • Supports accountability • Builds independence • Many students with poor working memory, or poor visual-spatial reasoning have difficulty with note-taking and processing verbal information at once, particularly if complex; later they do not recall what to do or what the choices are • Supports Executive Functioning: planning, organizing, prioritizing • This is a scaffolded skill that gradually increases student responsibility

Practice	Rationale/Link to Learning Variability
Testing Test and quizzes announced	• Reduces anxiety • Allows students to prepare • Reinforces planning, time management • Avoids misinterpretations
Clarification of test questions during test administration Exceptions: all IB classes	• Reduces anxiety • Promotes understanding of what is being asked, which allows for a clearer understanding of the student's content knowledge • This is a scaffolded accommodation, aligned with test requirements
Use of calculator unless otherwise stated	• Allows students to better self-check • Builds efficiency for some students

St. Andrew's School believes that inclusion is both a core value and a responsibility we hold to our students and families. Although as an independent school, we are not governed by every law that applies to public school districts, we are bound by a combination of federal and state disability rights laws, along

with the policies of the International Baccalaureate, that together shape how we support access and belonging for every learner. This statement explains what those obligations are and how they inform our practice.

Legal and Programmatic Framework for Inclusion

St. Andrew's School is committed to inclusion and accessibility not only as an institutional value but also as a legal and programmatic obligation. As an independent school in Rhode Island, our commitments are informed by the following:

- **Americans with Disabilities Act (ADA), Title III** - prohibits discrimination on the basis of disability in places of public accommodation, including private schools.
- **Rhode Island Civil Rights of People with Disabilities Act** and the **Rhode Island public accommodations statute** - independently guarantee full and equal access for individuals with disabilities under state law.
- **Section 504 of the Rehabilitation Act of 1973** - which our school voluntarily uses as a best-practice framework for accommodations, though we do not receive federal funds that would make Section 504 legally binding on us.
- **Rhode Island General Laws governing parentally placed children with disabilities**, under which students with disabilities unilaterally enrolled in private schools by their parents retain the right to request evaluation and services from their resident public school district, consistent with the Individuals with Disabilities Education Act (IDEA).
- The **Family Educational Rights and Privacy Act (FERPA)** governs the confidentiality of student records, including those related to disability status and accommodations.
- The **International Baccalaureate's Access and Inclusion Policy**, under which, as an IB World School authorized for the MYP and DP, we identify learning support requirements and submit requests for inclusive assessment arrangements on behalf of eligible candidates for IB assessments.

While independent schools are not governed by IDEA in the same manner as public school districts, St. Andrew's School recognizes these overlapping federal, state, and programmatic frameworks as the foundation of our obligation to students with disabilities and their families.

Rights and Responsibilities of Community Members:

Stakeholder	Rights	Responsibilities
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Students	• Equal access to the full range of IB learning opportunities and curriculum • Appropriate learning support, accommodations, and inclusive access arrangements for classroom activities and IB summative assessments when eligible • A safe, respectful environment that values diverse learning styles and backgrounds	• Engage actively in their education, self-advocate for necessary accommodations, and communicate learning difficulties to school staff • Maintain academic integrity by submitting original work and following proper referencing guidelines • Demonstrate open-mindedness and respect toward the diverse perspectives and needs of peers
Teachers & Educators	• Access to professional development, resources, and collaborative planning time to effectively support diverse learners • Guidance from inclusion coordinators and specialists regarding student accommodations	• Design differentiated instruction and use multimodal resources to remove learning barriers • Implement accommodations and monitor progress as outlined in student learning plans (EAPs and 504 Plans) • Maintain confidentiality, respect student differences, and foster a strong sense of belonging in the classroom

Parents & Guardians	• Be fully informed and actively involved in the development and review of their child's learning support plan • Request evaluations or meetings regarding specialized support and accommodations	• Maintain open, honest communication with the school and share relevant medical, psychological, or academic updates • Support student learning at home by establishing structured study habits, proper rest, and regular check-ins • Collaborate positively with teachers and the inclusion team during review meetings
School Leadership & IB Coordinator	• Clear guidance from the IB organization and local legal frameworks to direct inclusive practices	• Ensure institutional compliance with local/federal special education laws and IB expectations • Allocate appropriate physical, financial, and personnel resources for learning support • Provide ongoing professional development for faculty and cultivate a whole-school inclusive culture

Review Procedures

At the start of each school year faculty are given time to review and revise this policy in Department Meetings. The Academic Leadership team then approves the policy and it is shared in its final state with the larger school community including: faculty, staff, students, parents, and is available publically on the school website.

Most Recent Date of Review: August 31, 2026

Finalized and Published: September 4, 2026

References and Guides Used to Develop this Policy:

- *Access and inclusion policy [IB]*, Published, January 2017
 - [link to document](#) in google drive
- *Meeting student diversity in the classroom*, May 2013
 - [link to document in google drive](#)
- *Learning diversity and inclusion in IB programmes*, Published January 2016
 - [link to document in google drive](#)
- *The challenge of sustaining inclusive communities*, 2017
 - [link to document regarding sustaining inclusion](#)
- *Munich International School, Inclusion Policy (borrowed liberally from here)*, 2016
 - [link to document](#)
- Patrick Henry High School IB Inclusion Policy
 - [link to document](#)
- St. Edmund Preparatory High School, Inclusion Policy, modified March 2017
 - [link to document](#)
- Earl Wooster High School IB Special Education Policy
 - [link to document](#)
- Learning diversity and inclusion Workbook for Workshop 3, presented 16 - 18, Nov. 2019, Charlotte, NC, US, by Kelsey Lewis
- [link to document resources including Shanghai and Skagarak Inclusion Policies](#)
- Universal Design for Learning
- [link to CAST, great source for UDL](#)