

Inclusion Policy



The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. (IBO)

INCLUSION

Lakewood Catholic Academy admits students of any sex, race, creed, color, national and ethnic origin to all rights, privileges, programs and activities generally afforded to students at the school. This is inclusive of all IB/ MYP programming for students in grades six through eight.

As an IB World School, we commit to developing learners and thinkers who are prepared to contribute positively to the wider world. In order to best serve all of our learners, we will provide a continuum of services, reasonable adjustments, and modifications ranging from informal to formal. These include:

REGULARLY SCHEDULED TUTORING SESSIONS

Each teacher schedules weekly office hours whereby he/she is available for drop in or virtual tutoring. This schedule is made available to students and parents at the beginning of each school year.

Occasionally, in response to data obtained from a formative assessment, a student is required to attend tutoring sessions provided by his/her teacher during office hours. This intervention is intended to be immediate, temporary, and targeted to the learning objectives.

MODIFICATIONS

Through best practices of differentiation, teachers respond to a variety of student learning needs and interests through modifications. Modifications can occur during the formative process of learning and include small group instruction, flexible grouping, and changes in response to student input. Modifications can also occur during the summative phase of learning by offering students options with regard to products evidential of learning.

INTERVENTION SERVICES

Students in need of mild to moderate intervention receive individual and/or small group instruction with an auxiliary tutor at least once per week. The goal of this program is to provide individualized instruction to help academically struggling children gain the necessary skills to meet classroom benchmarks. Some students in need of intervention services are on an accommodation plan. This plan is created cooperatively with input from classroom teachers, the school psychologist, parents, an intervention specialist, and the Principal.

INTENSIVE REMEDIATION SERVICES

Students formally identified in need of intensive remediation receive individual and/or small group instruction with an intervention specialist weekly. Some students also receive weekly support from an auxiliary tutor.

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The goal of this program is to strengthen basic skills, support academic growth, and identify strategies to move towards academic independence.

When a student is suspected of being in need of intensive remediation services, the parents of that student meet with a team to determine if the student should be evaluated. The team consists of the school psychologist, the classroom teacher(s), the intervention specialist, the district representative and the school principal. If the team decides to move forward with the evaluation, the student meets with the school psychologist who administers or reviews academic, behavioral, and psychological assessments. The assessments are compiled into a report that is analyzed by the team. After referencing data and observations, the team determines whether the child qualifies for an individual service plan that is tailored to the student's specific academic needs. This plan is reviewed and modified each year. Students are re-assessed for qualification every three years. This plan is created cooperatively with input from classroom teachers, two school psychologists, parents, an intervention specialist, and the Principal.

OTHER SERVICES

Students requiring services in the domain of speech and language work with our speech pathologist. A school psychologist offers psychological counseling to students with mild to moderate social, emotional, or behavioral issues.

WHOLE SCHOOL COLLABORATION

Intervention specialists and auxiliary tutors work in collaboration with classroom teachers. In order to promote open communication around curriculum, MYP unit plans and assessment rubrics are shared with service providers.

REASONABLE ADJUSTMENTS

Students with learning support requirements may benefit from reasonable adjustments to access the MYP curriculum framework, including assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of a test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

Some students may require reasonable adjustments in the physical domain, such as access to an elevator or preferential seating in the classroom. Further physical adjustments will be discussed collaboratively between the pedagogical leadership team and the student's parents.

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PARENTS AS PARTNERS

We recognize that parents are the primary educators of their children. With that in mind, we are committed to frequent communication through progress reports, report cards, emails and conferences.

CONFIDENTIALITY

Psychological reports are not included in a student's permanent record. These reports are kept in a separate file in the school psychologist's office, which is locked when not in use. These reports are available to teachers and parents upon request. It is the teacher's responsibility to follow a student's accommodation plan. All information contained in a student's record is to be considered confidential. Teachers are expected to adhere to the confidentiality clause found in the faculty handbook.

REFERRALS

If a greater level of assistance is required than is available at LCA, referrals to external agencies will be proposed to parents.

SUMMARY

Our aim is to foster an environment conducive to learning, and we encourage all of our students to approach each learning experience as an opportunity for growth. By fostering the attributes of the learner profile and building approaches to learning skills, we aim to move each student closer to becoming an independent, lifelong learner. In the spirit of continuous improvement, a team of teachers, administrators, and members of the community will review this policy yearly and make appropriate revisions.

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