



## **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.

All sixth through eighth grade students at Lakewood Catholic Academy are members of LCA's International Baccalaureate Middle Years Program (IB MYP). 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, accommodations and interventions 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 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.

### **Reasonable Accommodations**

Students with learning support requirements may benefit from reasonable accommodations to access the MYP curriculum framework, including assessments. A reasonable accommodation is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. Through best practices of differentiation, teachers respond to a variety of student learning needs and interests through accommodations. Accommodations can occur during the formative process of learning and include small group instruction, flexible grouping, and changes in response to student input. Accommodations can also occur during the summative phase of learning by offering students options with regard to products evidential of learning. The accommodation is unique to a specific student and may include changes in the presentation of a test or method of response. Where reasonable accommodations involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

Some students may require reasonable accommodations 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.

Reasonable accommodations are listed in a document, and it is the teacher's responsibility to follow individual student accommodation plans.

### **Intervention Services**

Students in need of mild to moderate intervention could receive small group instruction with a licensed tutor as needed to supplement classroom instruction. The goal of this intervention 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, parents, the Principal, and the school psychologist and/or intervention specialist as needed.

### **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 a licensed tutor. 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 is assessed by members of the team who administer or review academic, behavioral, and/or psychological assessments. The results of the assessments are summarized in 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. If the student qualifies, then the plan 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, a school psychologist, parents, an intervention specialist, and the Principal.

### **Other services**

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

### **Whole School Collaboration**

Intervention specialists and licensed tutors work in collaboration with classroom teachers. In order to promote open communication around curriculum, MYP subject group overviews, elements of the unit plans and assessment rubrics, and educational platforms such as Google Classroom are shared with service providers.

**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**

Counseling 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. 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 by school administrators.

**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.

**Bibliography**

MYP: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization, 2014 (updated August 2022).

Program Standards and Practices. Cardiff, Wales: International Baccalaureate Organization, 2022.

"Coordinator Support Material: Inclusion Policy." *Coordinator Support Material*, 2014, [ibpublishing.ibo.org](http://ibpublishing.ibo.org)

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