

# **North Woods International Inclusion Policy**

## **North Woods International (NWI) Mission Statement:**

NWI school is committed to preparing and inspiring students to become productive and compassionate citizens of our intercultural world. Through a caring learning environment, we offer a strong academic curriculum, with an international perspective that fosters problem solving and lifelong learning.

The International Baccalaureate Primary Years Programme (PYP) at North Woods International ensures that all students receive the necessary support to reach their academic potential and experience a successful educational career.

## **Universal Supports**

### **Definition of Rti**

The goal of North Woods International is to ensure that all children learn and achieve to their greatest potential. To ensure we are meeting the needs of all children, research based instruction and assessments are delivered to all students. Results of these assessments are used to guide teachers' instruction based on student needs. In addition to daily instruction, students may be identified as needing additional intervention or enrichment. This intervention or enrichment will occur during designated times during the day when no new curricular instruction will take place. Teachers will monitor progress frequently and make decisions about the continued need for intervention and enrichment.

### **Explanation of Title I program:**

Title I is a federally funded program intended to help schools meet the needs of educationally at-risk students. The goal is to provide intensive and short term help to those students identified as struggling in reading or math. Our program is designated as a "school wide" program indicating that Title I funds may be used for any student or group of students within the building to help provide academic support. This may include professional development, intervention materials, supplies, substitute staff, teaching assistants, etc.

### **High Performance Learning:**

The School District of La Crosse recognizes the unique values, interests and talents of each individual student. The District is committed to providing challenging program options for high performance students to support their personal potential while developing their

responsibility to our ever-changing society.

The School District of La Crosse's HPL Program aligns with Wisconsin's Standard (t) expectations and the Response to Intervention (RtI) Model. This model supports continuous and sequential programming to meet the needs of High Performance Learners occurring in the regular classroom through modifications of the curriculum. Special group or individual opportunities are available for identified students within and beyond the classroom through a blended learning format as well as a variety of events.

Students in grades 4K-2 are identified by classroom teachers based on curriculum assessments and classroom participation. The HPL Coordinator consults with the teacher when appropriate. Students in grades 3-5 are recommended for the HPL program based upon assessment results, teacher recommendation, parent input and other testing..

## **Special Education**

A student may be eligible for special education and require an individualized education plan (IEP) if he/she has a disability under the Individuals with Disabilities Education Act (IDEA) and requires specially designed instruction. Unlike Section 504, there are 13 specific categories of eligibility. Specific Learning Disabilities, Emotional Behavior Disabilities (EBD), Speech Language Impairment, Deaf and Hard of Hearing (DHH) and Other Health Impairment are examples of categories.

A team of qualified individuals will review current data, collect additional information if needed, and determine if a child has a disability under one of the categories identified by IDEA. The team will also consider if the child requires specially designed instruction known as special education services and supports. All services and supports will be provided at no cost to the parent and designed to meet the individual needs of the student.

If an IEP is required, that document will be developed by the parent and required members of a school team. The IEP will cover the current performance of the student, goals, services and supports, testing accommodations and where those services will be provided. The IEP is reviewed at least annually.

Reviewed annually by our Pedagogical Leadership Team

**Review dates:** 10/23/19