

## **International Children's Academy Special Education (Inclusion) Policy**

ICA aims to develop caring and responsible global citizens striving to achieve their full potential through vigorous academic, social and spiritual programs in an inquiry based, inspiring environment that supports the growth of the whole child as a lifelong learner.

As stated in the mission statement International Children's Academy's goal is to have K-8 instructional program to be all inclusive to make sure all students achieve their full potential. ICA does not have admission policy therefor support is provided as needed to ensure student success. Differentiation in class is part of everyday practices to be able to meet the rigorous standards of IB program. ICA collaborates with the parents to create a successful learning experience for all students.

### **We recognize that all students:**

- Have different educational, behavioral and health needs.
- Benefit from different strategies of learning
- Acquire, assimilate and communicate information at different rates
- Are unique, capable individuals and have the ability to become active, compassionate lifelong learners

### **The objectives of this policy are to:**

- Create an environment that meets the special education needs of each child
- Ensure that the special education needs of children are provided for to the best of our abilities
- Make the clear expectations of all partners in the process (administrators, teachers, parents, student support team, school counselor)
- Enable all students to have full access to the richness of the curriculum

## **RESPONSIBILITIES**

### **Administrators**

- Raise staff awareness of the needs to differentiate
- Provide regular collaboration among staff
- Provide support to the staff to successfully implement intervention and support student's needs (resource teacher/s)
- Form a student support team to help teachers identify the needs of the students
- Provide professional development on differentiation

### **Students Support Team**

#### **Counselor**

- School Counselor's role is to provide social/emotional and behavioral development support for the students. She will focus on the 3 domains according to the ASCA

(American School Counselor Association) National Standards: Social/Emotional, behavior academics, and career and college readiness. Character development is vital for the whole child growth.

- School counselor keeps individual student files that house IEP and ISP (Individual Education Plan/Individual Service Plan) notes. Teachers can come in her office and read in a confidential setting.
- The counselor informs the parents about any behavioral issues.
- The counselor is contacted by the inclusion manager for the students who will be placed in Tier III to communicate this information to their parents. Once that occurs the counselor will recommend the process for outside testing.
- Check in on IEP/ISP (Individual Education Plan/Individual Service Plan) students to make sure are following the plan.
- Check in with the classroom teachers to see help scaffolding lessons for identified Tier III students. Tier III students are ones who currently hold an ISP or are in process

### **Inclusion Manager**

- Teachers fill out the student support team form (See Appendix) for the Inclusion manager to identify the academic needs of the Tier II students.
- Test identified Tier II students using Woodcock Johnson IV Test (2 year to 8<sup>th</sup> grade) to gather information on their academic levels. After testing inclusion manager will give recommendations for differentiation to the classroom teachers.
- Inclusion manager informs the parents about the test results and observations.
- If further actions need to be taken these students will be placed into Tier III and the school counselor will be called to give information to the parents for outside testing.
- **Inclusion Manager ONLY works on academics and does not manage behavior.**

### **Resource Teacher**

- Push in or push out for students identified as Tier II students. Tier II students are students teachers noticed as having academic difficulties however do not qualify for IEP's.
- Students are referred to the resource teacher by the inclusion manager.
- Push in or push out for ISP students for the right amount of hours.

### **Roles and Steps:**

1. The form is filled out by the teachers (Email to **the counselor** when complete)
2. Observation will take place within 2-3 days.
  - a. Observations regarding academics will be completed by the inclusion manager. Observations regarding behavior (social/emotional) will be completed by the counselor.
  - b. Roles to observe:
    - i. Inclusion manager will observe the academic concerns **ONLY**. The counselor will observe the social, emotional, behavior concerns.

3. Student support team comes together for the observer to touch base with the other team members for advice on their observations and next steps on an as needed basis.
  4. End of **FIRST** week since initial email went out!
- 

#### Following Week:

5. Student support team will meet with the requesting teacher and discuss observation notes and suggest possible ways of helping.
6. Teacher implements the suggestions from the SST (2 weeks)
  - a. If teacher (s) need a member of SST to model any suggestions, one member will schedule a time to go in and model.

#### Beginning of Week 3:

7. Initial observer will go back and observe the child in the classroom to see if the strategies are working.
  - a. Possible discussions with teachers
8. Parents will be involved in a meeting

#### **Teaching Staff**

- Participate in collaboration with the student support team
- Fill out the student support team form for observations (see appendix)
- Regularly provide formal and informal assessment to identify struggling and advanced students and guide instruction
- Provide differentiation to meet the needs of students in their classrooms
- Implement appropriate interventions
- Refer students who are not making adequate progress academically and/or behaviorally to the Student Support Team
- Maintain accurate records of student progress and interventions
- Teachers will summarize student's progress during the year and pass the information to the next grade level teacher for them to have an idea about their new students.  
Teachers will required to complete this form prior to checking out for the year.

#### **Parents**

Parents must call Beverly Hills Unified School District (BHUSD) or Los Angeles Unified School District (LAUSD) to request a special education screening in writing. The following will occur after testing. If the child qualifies, parent will need to prove residency within BHUSD or LAUSD and complete district enrollment to receive special education services. If parent wants to remain at ICA, then an Individual Service Plan would be developed by a BHUSD (if they are at the day school) or LAUSD (if they are at the Early Childhood Center) consultant at the conclusion of the IEP meeting whereby consultation services would be offered.

#### **DIFFERENTIATION**

Differentiation is a process of matching student needs/ characteristics to the instruction and assessment. In a differentiated classroom, teachers embrace diversity among learners and use

variety of teaching methods/strategies to ensure success. Differentiation includes modifying and adapting instruction, materials, content, process, student projects and products, and assessment.

Change in the content means changing the material being learned (when students are writing paragraphs some may be writing structured sentences only). Change in the process means the way students access to the material (some can do online research and some work with books, different level worksheets etc.). Change in the product means the way students show what they learned (presentation, writing, online tools, projects etc.)

Teachers consider readiness (skill level) and the background knowledge of the student by doing pre assessment before differentiation. Differentiation include student interest (what they want to explore) as well.

Consider if the student works better individually or in a group or as peers, if student is visual, auditory, kinesthetic etc. and if student needs a quiet place to work...

When the teacher differentiates all of the above should be taken into consideration.

### **Strategies for students who need help**

Learn what they are frustrated with

Provide peer reflection

Reteach/pre-teach

Use a different strategy

Provide one on one time

Get outside resource for help

Change your teaching style

Use manipulatives

Expend the type of resources used in the classroom besides the workbooks

Have stations based on academic levels

Provide opportunity for group work-team work

### **Strategies for students who are advanced**

Explore their interest outside of school

Let them do projects

Challenge them with higher order thinking questions

Let them teach it

Give them leadership roles

Outside the classroom learning experiences

### **Accommodations and Modifications**

Accommodations (if possible- because the school is not publicly funded) and modifications will be provided for students to be able to demonstrate their knowledge and mastery of the essential learning of a unit of inquiry.

### **Modifications will be provided for students only when indicated on IEP's.**

Accommodations and/or modifications should allow students to express their learning in a way that best meets their needs as a learner.

ICA inclusion manager tests the students who are referred by the teachers to the team to find out their academic levels. The results of this test is used in two different ways: the teachers are notified with the results to see the difficulties of the child and the parents are notified to get additional testing done by the district or privately.

We document observable academic and social/emotional/behavioral needs then give strategies to teachers. Once our strategies don't work we refer severe cases out to parents and outside sources.

ICA does not provide any expertise or one on one shadows for students. Parents are responsible for getting outside help. If parents want child to be tested they go to local public school for an evaluation

ICA has a part time resource teacher who pushes in or pulls out the students identified by the support team and work on their areas of difficulties. Resource teacher stays in contact with the classroom teacher and reports back about the progress of the student.

Student inclusion manager keeps records of test results and observation forms in her room. All teachers may have access to it with the permission from the manager.

Teachers fill out an end of year evaluation form and pass it onto the next year teacher. This is used as a pre-assessment in the beginning of the year.

The special education policy is reviewed in the beginning of each academic school year by the special education team.

Professional development on differentiation and social-emotional support is provided for the teachers and the counselor through International Baccalaureate and counseling programs.

The school counselor and the IB coordinator are responsible for setting up the PD for the staff regarding these topics.

Appendix

Student Support Team Form

<b>Student:</b> <b>Teacher:</b> <b>Current grade in subject area:</b>	<b>Date:</b> <b>Subject:</b>
<b>Areas of strength (list three):</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
<b>Areas of concern:</b> <ul style="list-style-type: none"><li>• Academics (list three):<ul style="list-style-type: none"><li>○</li><li>○</li><li>○</li></ul></li><li>• Behavior (list three):<ul style="list-style-type: none"><li>○</li><li>○</li><li>○</li></ul></li><li>• Social/Emotional (list three)<ul style="list-style-type: none"><li>○</li><li>○</li><li>○</li></ul></li></ul>	
<b>Strategies/Accommodations made in the classroom:</b>	
<b>Create three observable goals for the student <u>in the class</u> that you will focus on:</b>	

Appendix  
Behavior Form

**INCIDENT REPORT FORM**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Room \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> Refusing to work  | <input type="checkbox"/> Destroying property           |
| <input type="checkbox"/> Throwing items  | <input type="checkbox"/> Talking without permission    |
| <input type="checkbox"/> Disrupting with noises  | <input type="checkbox"/> Using inappropriate language  |
| <input type="checkbox"/> Teasing classmates  | <input type="checkbox"/> Refusing to follow directions |
| <input type="checkbox"/> Moving out of assigned area                                       | <input type="checkbox"/> Making inappropriate gestures |
| <input type="checkbox"/> Sleeping  | <input type="checkbox"/> Using physical aggression     |
| <input type="checkbox"/> Employing excessive and inappropriate attention-seeking behaviors |  |

Supporting Details \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actions Taken \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outcomes \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# ICA STUDENT TRANSITION FORM



Teacher		Current School Year	
---------	--	---------------------	--

Current Grade Level		Entering Grade Level		Name of the Student	
---------------------	--	----------------------	--	---------------------	--

**Notable Medical Diagnoses (ADHD, Hearing Impaired etc.)**

ELL	Special Education	Gifted
-----	-------------------	--------

**Please mark if any applies!**

**Reading Level:** \_\_\_\_\_

O = Outstanding	S = Satisfactory	N = Needs improvement
-----------------	------------------	-----------------------

**Please choose the appropriate level for each section from the above list.**

## Reading

<b>Student's Level</b>
------------------------

--

<b>Difficulties (IF ANY)- Please specify the student needs</b>
--

--

**Math**

<b>Student's Level</b>
<b>Difficulties (IF ANY)- Please specify the student needs</b>

**Writing**

<b>Student's Level</b>
<b>Difficulties (IF ANY)- Please specify the student needs</b>

<b>Student Conflicts</b>

**Teacher Signature** \_\_\_\_\_