



KAS Learning Support Guidelines and Procedures

“Differentiation is inclusion in practice.” (p. 3, *Learning Diversity in the International Baccalaureate Programmes*)

Policy Statement

KAS is committed to meeting the needs of all students enrolled. To that aim, teachers and professional staff will provide learning opportunities and experiences best suited to ensure that all students have access to and are successful with the curriculum. KAS does not have the resources to offer services for students who cannot be successful in a mainstream classroom, such as those with severe handicaps or disabilities.

Relation to Admissions Policy

The admissions policy of KAS states that students will be enrolled depending on their readiness to benefit from the KAS educational program, the ability of the KAS faculty to meet the educational needs of the student and the ability of the KAS faculty and administration to provide the resources and facilities necessary to meet the needs of the student. Students admitted to KAS are placed in classes that are appropriate to their age and their language ability; there are no special education classes..

Identifying the appropriate program for a student

When a student is admitted to KAS, his/her age, performance on admissions assessments and language profile are used to determine the best placement for each student. In the high school, the Diploma Program is an option for all students. Course selection is finalized through a combination of student choice, parent choice and teacher recommendation to ensure that all students are being challenged at the appropriate level.

Communication and Confidentiality

All information about individual plans is shared only with those people who need to know, such as the classroom teacher and the principal. In addition, parents are always involved in the decision to offer accommodations or modifications and alternative grading. Any work between a student or parents and the psychiatrist is held in the strictest of confidence. Often parents have close friends whom they would like to communicate on their behalf with the school. However, to respect the privacy of all our students, we do not share information on students with anyone except parents or legal guardians.

Learning Support at KAS

The learning support process at KAS is dynamic, designed to respond to students' needs as they arise and follows the Response to Intervention Process, outlined below. When teachers find that a student is struggling with the curriculum through typical instruction, he or she will implement accommodations to support the students success. If this is not successful, the teacher will work with the appropriate principal and the guidance counselor to activate the *Response to Intervention* process. To support students with social/emotional needs beyond the expertise of our guidance counselor, we contract with a local, bilingual psychiatrist to spend one morning

Updated January 2017

per month working with students and parents, as needed. This doctor also assists us in finding more specific services in the community for families who need them.

Response to Intervention (RTI) Process

When a teacher has a concern about a student's academic performance or behavior that persists over time, he or she is to follow these guidelines:

First Steps For Teachers (at least 4-6 weeks)

1. **Notify parents.** Parents should receive clear communication of the concerns and what specific strategies are being used in the classroom to support the student. All communication with parents of this nature is to be documented.
2. **Develop and implement a classroom intervention.** An academic intervention is a specific skill the student practices three to four times per week, followed by an assessment once per week. Instruction should be differentiated so student is beginning the intervention at his/her current level.
3. **Collect weekly assessment data** for the duration of the intervention (4-6 times.) (Tier 1 Intervention)
 - a. **Revise or change the intervention** if student does not make progress. Continue to collect data.

Teachers/Counselor (at least 4-6 weeks)

1. **Refer student to RTI** if student progress is not adequate with Tier 1 classroom interventions. Fill out an RTI Referral Form and submit to Guidance Counselor. A meeting will be scheduled once the referral has been reviewed and accepted.
2. Referring Teacher continues collecting data from classroom interventions.
3. **Attend Scheduled RTI meeting.** Bring data related to interventions. A few work samples that support areas of concern should be included. At this meeting, the teacher(s) will be asked to provide a snapshot of the student, summarize concerns, review the interventions implemented, and data collected.
4. **A Tier 2 Action Plan will be developed.** The teacher will participate in brainstorming to develop a plan of interventions for the student. Specific goals and benchmarks will be developed. Referring Teacher will collect data on these interventions for **4-6 weeks**. If the student is making progress, continue with the interventions. If the student is not making progress then we will continue to the third step below involving an administrator.

Tier 2 for Teachers/Counselor/Administrator (at least 4-6 weeks)

1. **Attend another RTI meeting** to share results of the Tier 2 interventions. If progress is not adequate, interventions may be revised. Inform parents of progress and develop a new plan (or revise the plan) for the student with goals and benchmarks.
2. RTI becomes **Tier 2** if the duration, intensity, or time of interventions increases in order to increase the likelihood of success. Tier 2 interventions include multiple teachers, the counselor and possibly an administrator and parents. Additional time is provided for the student to meet goals and to determine if the student is making progress.

Inclusive Assessment Arrangements

Inclusive Assessment Arrangements, as defined by the International Baccalaureate, are “changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.”

Students with documented medical or psychological needs and who have been working with modifications in the classroom are entitled to such arrangements. Potential arrangements include special exam papers that are altered for students with visual impairments, altered testing times, and access to assistance in reading or writing, among others. Complete details of these assessment arrangements can be found at the IBO’s [Candidates with Assessment Access Requirements](#) site.

Policy Review

It is the responsibility of the administrative team, in collaboration with the guidance counselor, to review this policy annually to ensure that it reflects and meets the needs of the community and that it is indicative of current best practices.