

Upper School

Special Educational Needs Policy

Casablanca American School
2016-17



[CAS Mission Statement](#)

[IB Mission Statement](#)

[Philosophy of Learning Support at CAS](#)

[Upper School Learning Support Team](#)

[Response-to-Intervention \(RTI\) Framework](#)

[RTI Tiers of Intervention](#)

[Tier I](#)

[Tier II](#)

[Tier III](#)

[Student of Concern \(SOC\) Meetings](#)

[Student Education Plan \(SEP\), Testing, & Confidentiality](#)

[Standardized Testing Accommodations](#)

[Appendix A - Sample SEP](#)

CAS Mission Statement



The graphic features a silhouette of a person climbing a tree on the left. The tree trunk is labeled "Casablanca American School". Two speech bubbles contain the school's mission statements. On the right, four key areas are listed with their descriptions.

Casablanca American School

strives to be the leading institution in the region for developing successful global citizens.

provides a challenging and innovative international program within a nurturing environment, motivating and inspiring every student to achieve academic and personal excellence.

Readiness to Learn
Address the needs, challenges and talents of each learner.
Provide balance and choice in curricular and co-curricular offerings.
Contribute to a safe and caring environment that facilitates learning.
Promote the holistic—academic, physical, emotional and social—development of each student.

International-mindedness
Strive to understand and respect diverse individuals, cultures, beliefs and languages.
Seek creative solutions to social and environmental issues at local and global levels.
Foster a sense of commitment and social responsibility to the school and greater communities.

Innovation and creativity
Integrate technology use, skills and mindset in daily school life.
Link home, school and community through technology.

Academic excellence
Empower students to be lifelong learners through the transdisciplinary skills—researching, critical thinking, technology, collaboration and communication.
Promote full, active participation in learning experiences to improve continually and perform optimally.

4 Years



IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (*About the IB*, www.ibo.org)

Philosophy of Learning Support at CAS

The Casablanca American School (CAS) Upper School Learning Support program aims to foster student well being and success through holistic learning that helps all students to reach their academic, social, emotional and intellectual goals. By identifying and understanding the personal and academic differences in each of our students, we strive to meet individual needs and ensure success in the core classroom environment.

The success of enrolled students is a responsibility shared by the student, the school and the family, and each has a role in maintaining strategies and goals to contribute to that success. The CAS Upper School Learning Support team supports student success through collaborative planning and preparation, in-class differentiation and accommodations, and targeted small-group instruction. We strive to keep students in the most inclusive setting possible at all times.

In conjunction with the IB approaches to teaching and learning, the Upper School Learning Support program at CAS supports and encourages all staff in upholding the IB's four principles of good practice to promote equal access to the curriculum. These principles include:

- "...affirming identity and building self-esteem,
- valuing prior knowledge,
- scaffolding,
- and extending learning." (*The IB Guide to Inclusive Education*, www.ibpublishing.ibo.org)

Upper School Learning Support Team

The Upper School Learning Support team serves students with a variety of educational needs, including students with disabilities and English Language Learners, and is comprised of:

- One part-time Learning Support Coordinator
- Two full-time Learning Support Teachers
- One part-time Learning Support Teacher
- One Teaching Intern

The Learning Support team meets regularly as a department and with all instructional staff to collaborate, discuss student progress, and plan support services.

Response-to-Intervention (RTI) Framework

Support services are provided to students through a Response-to-Intervention framework. RTI is a multi-tier educational approach that seeks to identify students with learning needs early, and support students whose needs are not being met in the classroom. Over the course of the school year, the Learning Support Coordinator collects multiple data points to track the progress of all students and then uses them to identify students who are struggling, determine the specific skills they have not yet mastered, and intervene with targeted instruction.

By implementing effective RTI practices, classroom teachers and the Learning Support team work together to identify and meet the learning needs of all students, including those who need more intense instructional support. Within the framework of RTI, the Upper School Learning Support program encompasses the following:

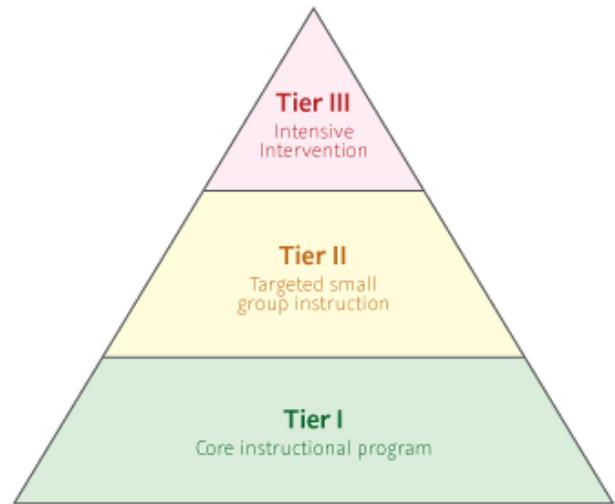
- A school-wide, multi-level instructional and behavioral system for supporting student success and preventing academic failure
- Screening of all students for demonstrated need of support
- Frequent progress monitoring of students targeted for support
- Data-based decision making for instruction, movement within the multi-level system, and identification of students with disabilities

RTI Tiers of Intervention

The Response-to-Intervention framework uses three levels of instructional intensity to determine student support services, and the intensity in the monitoring of student growth increases as a student moves up through the tiers.

Tier I

Classroom teachers provide high quality, differentiated core instruction to students. The progress of all students is tracked using multiple data points (by the Learning Support Coordinator), which are reviewed and used to identify students who are at risk of academic failure. Data points include: Measures of Academic Progress (MAP) results, academic grades, behavior grades, attendance, and teacher feedback. The goal is to identify whether or not students are performing at grade-level benchmarks through the core, differentiated instructional program provided to them in the classroom.



Those students who do not perform at grade-level benchmarks move to the next tier, Tier II. The Learning Support Coordinator tracks the data points indicated above in a Google Sheet and monitors student performance via this database. A student is considered to not be performing at grade-level benchmarks and, thus, moves to Tier II frequent progress monitoring when he/she:

- earns an academic grade of 1 or 2 in one or more classes,
- earns an academic grade of 3 in two or more classes,
- OR is referred by a teacher.

Once a student moves to Tier II, his/her progress is closely tracked on a monthly basis and the multiple data points gathered, as indicated above, are used to guide Tier II targeted instruction.

Tier II

When students do not perform at grade-level benchmarks through their core instruction in Tier I, targeted small group instruction and more intensive instructional strategies are necessary. This intervention is provided by the learning support and classroom teachers together and the effectiveness of the interventions used are closely monitored by tracking student progress to reveal whether or not they are, in fact, helping students. In Tier II, learning support and classroom teachers work together to:

- Identify the student's current level of performance
- Implement evidence-based interventions
- Monitor the student's academic performance regularly
- Determine if the interventions were successful and make adjustments if necessary

Possible Tier II interventions provided at CAS could include, but are not limited to, small group Math and/or English remediation, educational access arrangements, such as assistive technology or other classroom and testing accommodations, individualized learning and/or behavior goals, and counseling services.

Tier III

By using an effective progress-monitoring tool in Tier II, students who aren't responding positively to interventions are easily identified and moved to Tier III programs with more intensive support, instruction, and monitoring, such as one-on-one remediation or implementation of a modified curriculum. Less than 5% of students are expected to fall into this category. At CAS, due to limited staffing and resources, Tier III support services are not routinely provided.

Student of Concern (SOC) Meetings

Collaboration between the Learning Support team and classroom teachers is critical in the effective implementation of RTI student support. Once a month, then, the Learning Support team meets with classroom teachers by grade level to review collected data points and track and monitor student progress revealed in the data. Learning support and classroom teachers use this time to discuss strategies for providing Tier 1 high quality, differentiated instruction and plan for Tier II interventions.

Student Education Plan (SEP), Testing, & Confidentiality

The RTI model of student support is flexible, adaptable, and responsive to meeting the needs of all students, regardless of whether or not they have a diagnosed learning challenge or a formal individualized education plan. At CAS, an individualized education plan, or Student Education Plan, is written, however, for students who:

- participate in a modified curriculum;
- benefit from classroom and/or testing accommodations;
- have individualized student goals.

The SEP is a living document that, while kept confidential within school staff, is communicated to all appropriate teaching staff ensuring student services and accommodations are provided across school settings. There are two types of SEPs at CAS: those including individual goals and those not including individual goals, depending on the student need. An SEP that does not include individual goals is updated on a yearly basis in an SEP meeting conducted with the Learning Support Coordinator, an Upper School administrator, the School Counselor (if necessary), parents, and the student. An SEP that includes individual goals is updated on a yearly basis as well, but progress towards the goals written in the document are closely monitored throughout the year and are reviewed by the Learning Support Coordinator with the student at the end of each Trimester.

A sample of an SEP can be found in Appendix A of this document.

While diagnostic testing, most commonly in the form of a psychoeducational evaluation, is not required for an SEP to be written for a student, in cases of Tier III, intensive student support, this testing would be requested in order to better inform the Learning Support team of how to support the student. In this case, a list of psychologists outside of school can be provided to families by the Learning Support team. All confidential testing information is kept on a limited access secure server for Learning Support staff and in a physical filing cabinet in the Learning Support Coordinator's office. Sensitive information is released to teachers only once a confidentiality release form is signed by teachers upon receipt.

Standardized Testing Accommodations

Students who wish to use accommodations on standardized testing such as the PSAT, SAT, ACT, or IB Exams must apply for the accommodation and submit:

- A formal, signed Student Education Plan indicating that the student regularly uses the accommodation being requested at school

AND

- A psychoeducational evaluation documenting that the student has a diagnosed disability or learning difference that qualifies them to receive the accommodation.

In order to apply for accommodations, these documents must be prepared and ready to submit in the following timeframes:

PSAT, SAT, or ACT - 3 months prior to the registered exam date
IB Exam - November 15

Students who wish to apply for accommodations on one of the above standardized tests should contact the Learning Support Coordinator who will submit the application.

Please note that accommodations used regularly in the school classroom do not guarantee that a student will apply and qualify for the same or similar accommodations on a standardized test. This is up to the discretion of the testing agency.

Appendix A - Sample SEP

Casablanca American School
Student Education Plan



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Student Information	
Name:	SEP dates: __ to __
Home Language/s:	Grade:
Date of Birth:	Date/Grade of entry to school:
Identified Learning Difference:	
Medical needs and physical health: (allergies, medication, etc.)	
Formal Testing Accommodations: (MAP, SAT, IB) *Select applicable accommodations and delete others	
<ul style="list-style-type: none"> • Extra time, How much: • Alternative testing location • Preferred seating • Supervised rest breaks • Use of calculator (when appropriate) • Use of computer (when appropriate) • Assistive technology • Scribe (on tests that do not measure writing) • Reader (on tests that do not measure reading) • Prompter • Other: 	
Classroom Accommodations: *Select applicable accommodations and delete others	
Presentation: <ul style="list-style-type: none"> • Tape recording of class • Listen to audio recordings instead of reading text • Provide teacher notes in advance (outline of lesson) • Written list of instructions • Visual cues • Larger font • Designated reader 	Response: <ul style="list-style-type: none"> • Respond in different form (oral or written) • Dictate answers to a scribe • Use of assistive technology • Use of computer when appropriate • Use of calculator when appropriate • Fewer questions • Open book or notes test • Alternative assessments • Grade content, not spelling
Setting: <ul style="list-style-type: none"> • Preferred seating • Buddy system • Alternative testing location 	Timing: <ul style="list-style-type: none"> • Extra time, How much • Extension of deadlines • Allow for rest breaks
Organization: <ul style="list-style-type: none"> • Mark texts with a highlighter • Chunk assignments • Graphic organizers 	Other: <ul style="list-style-type: none"> • Exempt from _____ • Report card modifications, How:

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Student Education Plan



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Services provided by CAS:	RTI Tier & Person Responsible
_____ min per _____ of _____	
_____ min per _____ of _____	
_____ min per _____ of _____	
Services provided by student's family: *select applicable and delete the rest	
Speech/Language Therapy _____ times per week	Targeting:
Occupational Therapy _____ times per week	Targeting:
Physical Therapy _____ times per week	Targeting:
Counseling _____ times per week	Targeting:
Tutoring _____ times per week	Targeting:
Other: _____ times per week	Targeting:

Description of Student's Strengths and Needs
<p>Present Level of Performance: <i>a description of the student's exceptionality and its impact on educational performance:</i> <i>Include results of any current evaluations from school or outside therapists.</i></p>
<p>Most recent CAS school-wide testing data:</p>
<p>Strengths and Challenges:</p>
<p>Learning Style and Strategies:</p>
<p>Social Development:</p>
<p>Student and/or parent input: <i>(Student interests, parent comments, etc.)</i></p>

Casablanca American School
Student Education Plan



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Goals & Objectives <i>What is the impact on learning?</i>	Persons Responsible	Strategies <i>How will you get there?</i>	Assessment <i>How will progress be measured?</i>	Progress <i>B = Beginning D = Developing A = Achieved</i>		
Goal #1:				Date:	Date:	Date:
Objective #1:						
Objective #2:						
Objective #3:						

Goals & Objectives <i>What is the impact on learning?</i>	Persons Responsible	Strategies <i>How will you get there?</i>	Assessment <i>How will progress be measured?</i>	Progress <i>B = Beginning D = Developing A = Achieved</i>		
Goal #2:				Date:	Date:	Date:
Objective #1:						
Objective #2:						
Objective #3:						

Casablanca American School
Student Education Plan



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Attendance		Date:
Position	Printed Name	Signature
Parent/Guardian		
Parent/Guardian		
Student		
Learning Support Teacher		
Learning Support Teacher		
Administrator		
Counselor		
Teacher		
Teacher		
Other:		