



Teaching in the languages of our community: English, español, Portugués

**International Charter School  
Individual Student Need Policy  
IB-PYP Candidate School  
2016- 2017**

**Our Mission**

The mission of the International Charter School is to integrate the diverse languages and cultures of the communities it serves by teaching all students in two languages - in Spanish and English or in Portuguese and English - and helping children develop an appreciation of other cultures. Children learn to work collaboratively from their multiple experiences and backgrounds, striving towards high standards of academic achievement. Everyone is part of a community of learners, engaging in inquiry about the world, themselves, and others.

**The International Baccalaureate Mission**

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.

**Inclusion**

Special education services and supports are typically inclusively, provided in the general education setting and facilitated in English, Spanish and or Portuguese. One special educator is assigned to the K-5 Spanish and Portuguese classes while the other special educator supports the K-5 English classes. In addition, a separate setting is available for those students needing more individualized instruction and/or support. Instruction is provided through a variety of strategies including, but not limited to, the following:

- Individual and Small group evidence based instruction
- Station / Center Teaching
- Parallel Teaching (differentiated groups)
- Alternative Teaching (modified content and differentiated groups)
- Team Teaching (co-teaching whole class)

- Two full time special education teachers deliver in-class support
- Instruction is delivered in the target language
- Speech therapists deliver services primarily via pull out. The therapists will co-treat when students need therapy in language other than English or Spanish
- Special education teachers work with students with IEPs and with students at risk academically
- One full time behavior specialist provides academic and behavior support
- One full time school social worker conducts social skills groups and individual counseling. In addition the social worker provides consultation for faculty.
- Both the behavior specialist and social worker coordinate to deliver the Second Step program in grades K-5, which is integrated with the IB Learner Profile and Attitudes
- Adaptive Physical Education and Occupational Therapy services are provided in both separate small group and integrated whole class environments
- The International Charter School contracts with various agencies to provide any other services that might be needed including Physical Therapy, BCBA etc.

### **Referral**

Referral to special education can happen when:

- strategies/interventions have been tried and have not been successful
- a suspected disability exists
- there are marked differences between this student and their peers in terms of academic/behavioral performance in school

Initial inquiry is made to an Evaluation Team. The Evaluation Team or Problem Solving Team- made up of the student's teacher, family member, and special education professionals, meets to determine the nature of concerns (e.g. learning, speech, social/emotional) and whether further information is warranted (e.g. formal and informal evaluations). This initial phase requires the team to consider the suspected disability, which then determines what evaluations take place. State law describes what information needs to be gathered (e.g. types of evaluations) when determining whether or not a student has a disability. This process must be completed within 60 calendar days.

Concerns about student success in school that relate to a suspected disability often include significant problems in one or more areas:

- Oral expression
- Writing expression
- Reading – decoding
- Reading – comprehension
- Math reasoning/application

- Math calculation
- Social/emotional

A teacher, parent or family member, or any other person who suspects that the student has a disability which impacts learning can make a referral to the Evaluation Team. The Response to Intervention Process requires documentation of various classroom and secondary level interventions. Modifications of assignments, individualized instruction, and/or behavioral charts are examples of interventions that could be documented. Students can also be referred as a result of the Response to Intervention (RTI) process.

Some students may need additional assistance that is not a result of a disability, but due to lack of appropriate instruction or difficulty in adapting to the demands of school structure. For example, some students come to ICS with diverse prior educational experiences from home, another country, or other school districts. These students may indeed need to be supported in some way, but may not qualify under Special Education requirements.

### **Eligibility**

A student is found eligible if they:

- have one or more disability
- are not making effective progress in school because of their disability
- require special education in order to make meaningful progress in the general education curriculum.

### **Range of Services**

Like any special education program, the individual needs of the student determine the program and services to be provided. Services currently provided at the International Charter School include:

- Special Education
- Adaptive Physical Education
- Speech and Language
- Occupational Therapy
- Positive Behavior Supports and Intervention
- Counseling
- Extended School Year (ESY)
- Other as needed are provided through contracted service

### **Individual Education Program (IEP)**

An Individual Education Plan (IEP) is developed for every student receiving special education services. IEP team decisions are recorded on the IEP form developed by the Rhode Island Department of Education (RIDE), consistent with the state guidebook. If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child within 60 calendar days of receipt of consent to evaluate.

In developing each child's IEP, the IEP team should consider the present levels of performance and strengths and needs of the child. Concerns of the parents for enhancing the child's education should be considered. The results of the initial or most recent evaluation of the child and, as appropriate, the results of the child's performance on state and district assessments should also be considered.

The IEP team should also consider behaviors that impede the child's learning, and approaches tried including positive behavioral strategies, interventions, and supports. The team should also consider any visual, hearing or communication impairments and assistive technology devices or service needs.

**Response to Intervention Response to Intervention (RTI)** is a multi-tier approach to the early identification and support of students with learning and behavior needs. The **RTI** process begins with high-quality instruction and universal screening of all children in the general education classroom.

#### ***ICS RTI Process***

- Grade level teams assess and review screening and benchmark data at least 4 times per year (refer to school-wide assessment matrix for assessments and schedule)
- Grade level teams act as a Response to Intervention Team (RtI) throughout the year; the Student Support Team (SST) and Personal Literacy Plan (PLP) processes are integrated under the umbrella of the RtI team
- Core curriculum will be adjusted based on student performance data
- Students scoring below expected benchmarks on local literacy assessments will qualify for a PLP (Refer to the ICS Reading Benchmarks matrix)
- Students scoring well below expected cut scores on AIMSweb benchmark assessments will qualify for math intervention (refer to AIMSweb Default Cut Scores)
- Students who meet the RIDE criteria for identification as an EL receive inclusion ESL services through a dual language immersion model and a sheltered instruction approach to teaching and learning
- Students scoring below and well below on 50% or more local assessments at the winter benchmark will qualify for a priority spot in the Title 1 ICS Summer Success Program
- All intervention plans are housed electronically on Google Drive in a folder labeled Response to Intervention; archived plans are printed and stored in student cumulative records
- Families are informed about RtI interventions and the status of those plans at each parent and teacher conference, **or more often as necessary**; if a concern presents itself between parent and teacher conferences, and the family cannot meet with the teachers, a family letter and survey may be sent home

#### ***Defining Types of Intervention Goals***

- **Targeted Interventions** are tier two intervention plans for differentiated

- instruction and instructional strategies that scaffold the core curriculum
- **Intensive Interventions** are tier three intervention plans for differentiated instruction and instructional strategies that intensify the differentiation for the core curriculum and/or that are significantly different from the core curriculum

### ***Targeted Goal Creation, Delivery, and Review***

- Classroom teachers or support staff create, deliver and progress monitor targeted interventions in an RtI Plan on Google Drive
- English-side teachers coordinate and manage targeted literacy interventions
- Portuguese/Spanish-side teachers coordinate and manage targeted math interventions
- Most targeted intervention plans are delivered in small groups or through individual conferences by classroom teachers in the classroom setting
- Targeted goals are reviewed at least once each trimester, **but will be reviewed more often if needed**
- Classroom teachers or support staff progress monitor response to intervention at least twice a month
- Classroom teachers review or intensify interventions with the **support and advice of the RtI team**, which meets during weekly grade-level common planning time
- Grade level teams add to the ICS bank of research-based interventions during common planning time on an ongoing basis
- PLPs have to be documented for K-5 through RI law, therefore, classroom teachers record and monitor PLPs in an RtI plan for students with an IEP

### ***Intensive Goal Creation, Delivery, and Review***

- Classroom teachers or support staff create intensive interventions with the **support of the RtI team**
- Intensive interventions are delivered and progress monitored by classroom teachers or support staff in a push-in or pull out setting based on which is most appropriate for the child
- Classroom teachers or support staff progress monitor response to intervention at least once a week
- Intensive goal review meetings are scheduled every 6-8 weeks or on an individual basis in order to develop, modify, and check on the overall status of each intensive interventions
- Intensive goals written, delivered, and progress monitored by Support Staff are planned in conjunction with a classroom RtI plan for differentiated core instruction

### **504 of the Rehabilitation Act Policy**

The International Charter School affirms that no person shall, by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the school.

The International Charter School recognizes that the term disability means:

1. Any person with a physical or mental impairment which substantially limits that person from participating in her or his academic school program;
2. Any person with a record of such impairment or;
3. Any person regarded as having such an impairment;

International Charter School is committed to the fair and equitable treatment of all disabled persons and shall provide reasonable accommodation to ensure that they are not excluded from school programs or be discriminated against in the fulfillment of their program participation.

To assure non-discrimination, the International Charter School has established a 504 referral process and a 504 grievance procedure.

### **Social and Emotional Learning (SEL)**

The International Charter School has a full time Behavior Specialist supporting faculty and students throughout the day either in class or in individual sessions. The Behavior Specialist is also a member of the Behavior Support Team. The Responsive Classroom model is a school-wide approach supporting social emotional growth and development along with classroom management. Some elements include:

- Morning Meeting
- Rules and Consequences
- Guided Discovery
- Academic Choice
- Classroom Organization
- Family Communication Strategies

### **IB Learner Profile/Attitudes**

ICS promotes the attributes of the IB Learner Profile that lead to “international mindedness.” Through all aspects of the program, all members of the community work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. ICS students also learn and practice IB-PYP attitudes, which they strive to demonstrate throughout the day. The attitudes are appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.

### **Behavior Support Team (BST)**

The International Charter School facilitates a Behavior Support Team to address students who are experiencing social emotional and or behavioral challenges. The team

meets

weekly to monitor student behavior data (SWIS), make recommendations to classroom teachers and when necessary conduct functional behavioral assessments as well as develop behavior intervention plans.

The team is composed of school administration, special education director, special education teachers, classroom teachers, and the behavior specialist. The school social worker chairs the team. Other educators and or service providers attend as appropriate. The team uses behavior data collected for all behavior referrals to look at school-wide and individual students need.

### **Instructional Accommodations and Modifications for Students with Special Learning Needs**

Students with special learning needs are a challenge in any classroom. Success for these students is directly related to teacher's understanding of their needs and willingness to make accommodations or, when necessary modifications.

Below is a list of suggestions for working with students. Many of these suggestions are contributed by teachers. They are offered as a guide. Not all of them will work with every student. Not all can be implemented in a classroom. Creative teachers modify these and add to the list.

- Small group instruction
- Computer assisted instruction
- Individual instruction
- Classroom with reduced enrollment
- Flexible schedule
- Change of instructional group
- Team teaching
- Use of paraprofessionals
- Use of volunteers
- Peer tutoring
- Use of peers as student helpers
- In-school advocate/mentors
- Behavior modification
- Charting behavior/progress
- Use of routines
- Student-teacher-parent contract
- Crisis intervention team
- Instruction to sensitize students to special need of others
- Adapted curricula
- Task analysis
- Assessment of and accommodation to student's individual learning style

- Multisensory approach
- Signal system
- Strategies for directions
- Opportunities for reinforcement
- Adapted materials
- Use of audio/visual/kinesthetic learning aides
- Use of concrete materials
- Content area modifications
- Modification of environment
- Social skills training
- Opportunity for movement
- Study skills training
- Training in organizational strategies
- Alternative means for demonstrating achievement and/or competence
- Alternative testing techniques
- Variety of grading systems based on students' readiness, interest and individual needs

### **Assessment Program**

Two pieces of legislation, *No Child Left Behind and Individuals With Disabilities Act (IDEA)*, require that all students with disabilities, even those with significant cognitive disabilities, participate in state assessment. The majority of students with disabilities participate in our statewide assessment system, with or without accommodations. The Alternate Assessment, has been developed those students with severe or profound disabilities who are unable to participate in the general assessment. A list of criteria for Alternate Assessment is enclosed. Students must meet all eight criteria to qualify for this assessment.

### **There are three ways in which all students can participate in any assessment:**

- Take the assessment with no accommodation;
- Take the assessment with accommodations;
- Take the RI alternate assessment

The decision as to whether or not a student with a disability will take an assessment with accommodations, with no accommodations, or will take an alternative assessment is made by the student's IEP team and is documented on the IEP form.

### **Assessment Accommodations**

Accommodations are changes in the way an assessment is administered. One way to think about accommodations is in terms of what is changed. There are at least five general categories of assessment accommodations:

- The setting in which the assessment is administered (e.g., small group setting);
- The timing of the assessment (e.g., extended time);



- The scheduling of assessment administration (e.g. specific time of day);
- How the assessment is presented (e.g., Braille);
- The manner in which the student makes responses to an assessment (e.g., oral response into tape recorder).

For a complete listing of assessment accommodations, please refer to the following RIDE publication: Rhode Island State Assessment Program: Testing Guidelines for Rhode Island's State Assessment Program which is updated annually.

### **Communication of the Individual Student Need Policy to the ICS Community**

The individual student need policy will be introduced to the ICS community through a variety of pathways including Staff Meetings, PTO meetings, Home Visits, Academic Nights and Board of Trustees meeting.

The language policy will also be available on the ICS website. New staff will be familiarized with the document during staff orientation.

### **Review Process**

The individual student need policy will be reviewed regularly as part of the Board's cycle of policy reviews, curriculum review cycle and as part of the whole school improvement plan and will be updated as needed.

The Pedagogical Leadership Team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.