



International School of Estonia

Learning Diversity/Inclusion  
Policy

2018/2019



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**Our Core Values** -In all that we do, we value:

- Care and compassion
- The pursuit of high quality
- Inquiry-based learning
- Taking Action

### **Our Vision**

The International School of Estonia (ISE) is internationally recognised as a school that develops and empowers future innovators and leaders.

The core of the International Baccalaureate programs is the IB Learner Profile and ISE celebrates the promotion of these student attributes:

- Inquirer
- Thinker
- Communicator
- Risk-taker
- Principled
- Caring
- Open-minded
- Balanced
- Reflective

ISE, in support of the IB Learner Profile and our IB curriculum, also champions the aims and goals of 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 organisations 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/Learning Diversity**

In the publication “Learning Diversity in the International Baccalaureate Programmes” (2010), the IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

“In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organised in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.” (From Principles Into Practice: Learning Diversity and Inclusion, 27-28)

In concurrence with IBO guidelines ISE aims to offer an inclusive IB programme that can cater to the needs of all students. From the IB “Principles into Practice” students with learning support requirements may:

- Display difficulties or live with conditions that are a barrier to learning
- Display a higher than average aptitude in one or more subjects
- Have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential
- Require support to access teaching and learning

## Student Support Services Philosophy

ISE honours each student’s right to learn and grow within a collaborative student/teacher/parent partnership. In order to meet the unique needs of our diverse learners, we will educate, support and counsel students in the most appropriate and inclusive setting possible, within the capacity of the school’s facilities, resources, and support personnel.

The International School of Estonia supports the policy of inclusion and accepts students with mild (possibly moderate only after specific consideration by our Student Support Department) learning needs, under the condition that he or she is able to meet the academic requirements of the educational programme with support outlined in this policy. *The Student Support Department cannot provide services for students that require more specialized interventions and accommodations.*

ISE only offers learning support services to Mild SEN students. These are identified students who need limited support/accommodations. Typically these students have a range of achievement from on or above grade level to below grade level by about one year. Under exceptional conditions, moderate needs may be considered.

Any SEN admissions are on an individualised basis. Please note the Admissions Committee will consider applications throughout the year, however, during the summer Admissions of SEN students may be delayed until August, or until the Committee has a chance to meet when school begins. We do not serve students who require one-on-one full-time pullout.

There is no general admissions test. However, to ensure that ISE can meet a student’s learning needs, comprehensive information must also be provided along with the Admissions application.

This information is to include:

- Confidential Teacher Reference Forms
- Progress Reports for the last two years
- Completion of Health and Data Forms
- Identified ELL or SEN needs
- Individualised Learning Plan (IEP/ILP/504(USA) or appropriate educational plan)

All reports required must be in English because this is the medium of instruction at ISE. ISE (with parental permission) may contact the previous school of potential student(s) with specific questions as to how the child functioned. Parents may be required to provide additional testing information.

## Aims of ISE Inclusion Policy

ISE Inclusion Policy Aims are:

- To provide parents clear expectations about what ISE can and cannot do to support students with learning difficulties.
- To ensure teaching practices and learning opportunities provide students with diverse needs access to the curriculum content to the extent possible.
- To provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders.
- To build awareness and foster respect throughout the school and surrounding community of the prevalence of learning diversities and special needs no matter what their origin.
- To create an atmosphere of trust and open, respectful communication when discussing individuals with learning diversities; including those with social, emotional, physical and other challenges.

## Rationale for Aims

Students make more progress when teachers supporting them work collaboratively as an effective team.

- Assessment tools provide insight to parents and students for setting goals and designing appropriate activities in line with their needs and abilities.
- Curriculum to be differentiated to address students' learning needs and fill gaps.
- All stakeholders (teachers, parents and the students) have a shared understanding of the learning needs.
- Relevant information on student progress is communicated in a timely manner.
- Teaching and learning is multi-sensory and practical and can take account of individual profiles and learning styles to the extent possible.

## Student Support Team

Student Support Services entails a number of areas pertaining to the wellbeing of our student body, including:

- Individual student care:  
Specific learning support (ILP), linguistic support (ELL), Academic (accommodation/modification), Social/Emotional (Counseling)
- Pastoral Care:  
General learning support (Advisory/Advocacy)
- Crisis Management  
Dean of Students/SSC, (Counselling/parental contact) referrals to external bodies (Sensus, Marienthal, Children's Services)
- Professional Counseling:  
School Psychologist (SST referred students),

- Medical:  
Nursing staff (independent professional responsibility)

The successful operation of this service depends upon the cooperation and collaboration of everyone at ISE. It relies upon considerable attention being paid to communication, (dialogue/feedback) and record keeping.

Our guiding principle lies in the best interests of each student: this is our ‘line of sight’.

The primary role of the Student Support Team (SST) is to determine whether or not children with a range of learning difficulties will benefit from the ISE educational program and whether a child should be referred for education or other formalised testing. The International School of Estonia does not have the ability to offer formalised educational testing for special needs students. Students are referred to local Educational or Psychological Agencies and tested by a Certified Educational Diagnostician.

A subsidiary role is to provide students with the tools to develop healthy social and emotional attitudes and behaviour through a Pastoral-Care programme.

The Student Support Team (SST) consists of the Student Support Coordinator, the ELL teaching specialist, the school Psychologist, the Dean of Students, the classroom teacher, the respective Programme Principal (PYP, MYP and DP) and the Director.

The Committee makes recommendations for differentiated strategies or accommodations to support the children with learning difficulties and special needs in our care. The Committee may determine that a child with mild special needs can manage the academic program with the support of a classroom assistant or “shadow”. In such circumstances, parents are required to cover all of the cost of the personnel serving as a child’s assistant.

## Student Support Coordinator

The Student Support Coordinator (SSC) is one who liaises with teachers, parents and students in order to make recommendations regarding the best support for students with particular learning needs. ISE provides an in-school student support service for students with low to moderate learning difficulties or other special needs. The work focuses on supporting students at ISE, which can include administrative programs or social support. In general, the SSC interacts with students and provides them with personal guidance or accommodations to address their learning problems. The SSC helps students foster good relations with their teachers, families and peers. The SSC provides support to the student body at the school through providing information and support programmes for both students and faculty.

The SSC also works with individual students who may be experiencing emotional difficulties either through self-referral or teacher/parent referral. For younger students the focus is on enabling positive attitudes towards themselves and their peers. For older students, the focus is on enabling self-advocacy and respect for themselves and others and helping students to deal with emotional and behavioral issues through making positive decisions.

# Student Support Programme at ISE

## PYP Grades K-5

The Student Support Program provides support for Elementary students K-5 with mild to moderate learning difficulties. The aim of the program is to support the students, parents and teachers of students with special educational needs so that they may work at grade level in the classroom alongside their peers. The program provides both remedial and compensatory assistance so that students are able to obtain the skills they may be lacking in order to do grade-level work. The Student Support Department also provides assistance in helping students cope with their difficulties and learn ways to utilize their strengths. The programme only provides pullout ELL support. Any other support is done in consultation with teachers and the Principal.

## Direct Services for Students with Special Educational Needs

Children at ISE may access learning support following the recommendation of the Student Support Coordinator or Student Support Team in the following manner:

- The Student Support Coordinator develops an Individualized Instructional Support Plan (ILP) with measurable goals for student's direct instruction as well as classroom support. Yearly goals will be developed in the autumn in accordance with the grade level curriculum and individual student need. Goals will be evaluated at the trimester in conjunction with elementary report cards.
- Providing computer-based programming for student's skill needs.
- Administering educational assessments as needed for identification, progress monitoring, or other purposes.
- Assessments may include but are not limited to Individualised, Standardised Tests such as the Woodcock Johnson Tests of Achievement IV, The Key Math Diagnostic Assessment - 3, The Comprehensive Inventory of Basic Skills-Revised, or The Fountas & Pinnell Benchmark Assessment system for individualised reading tests. In addition, the Student Support Coordinator will support students by working with teachers to provide accommodations for classroom assessments such as providing a place for extended time, an area for reduced distractions, or reading portions or assessments which are not designed to be tests of reading. The SSC may also provide accommodations for students with identified need when they take group standardised assessments such as the school-wide MAP testing.
- The SSC meets with the classroom teachers to discuss curriculum, progress, needs, and support for each student. Teachers are provided support in developing differentiated instruction as a means of meeting the learning styles of all students. A record is kept of recommended interventions and follow-up meetings are scheduled to with both teachers and parents are scheduled to check for success.
- Student Support Team (SST) meetings are held monthly to discuss student referrals. The multi-disciplinary team meeting each month includes the referring teacher, the principal, the SSC, the ELL teacher, other specialists with pertinent information (i.e. the Music teacher, the Art teacher, the PHE teacher, the French teacher, the Design Teacher). Meetings with parents and outside specialists are generally held at other times.

The Student Support Coordinator attends grade level meetings as needed to discuss curriculum, adaptations and student needs:

- Assists in adapting learning materials for identified students within the regular classroom.
- Reads and abstracts psycho-educational evaluations for staff and parents.
- Works with parents to support students with special needs at home.
- Provides background, resources and suggestions for particular learning disabilities/syndromes.
- Communicates regularly with parents, tutors and other involved professionals.
- Works with parents to help with parenting issues related to a child with special needs. Connects students and families with available community services (i.e. testing, tutoring, etc.)
- Actively seeks and evaluates local sources of tutoring and psycho-educational evaluation, and counseling. Students requiring Speech-Language services, Occupational or Physical Therapy, or a psycho-educational assessment are required by the school to be referred to outside services. *The scheduling, travel, and cost of these services is the responsibility of the parent.*
- Meet with Middle School personnel to maximise smooth transitions of PYP5 (5<sup>th</sup> Graders) to the MYP programme.

**All records of student need assessments and progress are kept confidentially in the Student Support Room and shared only with parents and classroom teachers.**

## Referral Process

Students who are experiencing academic difficulty are referred by the classroom teacher or parent to the Student Support Coordinator. The Student Support Team, which consists of the Principal, Student Support Coordinator, and any/all of the teachers with whom the student works, will review records, grades, classroom work, assessments, observations, and teacher input. The team makes a decision about the most appropriate options for providing services to the student and consults with parents. These options can be to remain in the regular classroom with classroom teacher's support, inclusion in a specific learning support programme (i.e. ELL) or referrals to outside service providers for ongoing intervention.

An Individual Learning Plan (ILP) is developed for each student requiring support services. The plans include current skill levels, needs, support services, and goals for learning. These plans are reviewed at Parent/Teacher/SSC conferences and updated as needed.

## Entry-Exit Criteria

Students can be added to the Elementary Student Support Program in several ways. The Student Support Coordinator organizes this process.

- Parents of new students can provide documentation of having received learning support in previous schools for mild (and in special cases, moderate disabilities) that can be met “within the framework of the regular classroom and the limits and capacity” (NFI, Towards a Path of Inclusion, 2013-2014) of the Elementary School resources and personnel.
- Students are formally referred by any member of the Student Support Team.



- Students already attending ISE and experiencing academic difficulties are referred to the SSC and subsequently to the SST by classroom teachers, specials area teachers (French, PHE, Computer, Art, Design, Music) or parents according to the following steps:
  1. Concerned teachers gather information, collect a “body of evidence” and document observations.
  2. Grade-level team teachers discuss possible interventions and contact parents.
  3. If difficulties persist, teachers will be required to complete a Referral Form and submit it to the SSC.
  4. SSC and SST members meet to review concerns/notes and to recommend interventions and further action. These may include: informal assessment by the SSC, ELL teaching specialist, referral to appropriate outside agency (i.e. psycho-educational evaluator, speech/language therapist, counselor, etc.), private tutoring, adoption of contract, possible modified program and/or alternative assessment.

## Entry Criteria for Primary Years Learning Support Program (PYP)

Students who qualify for the Elementary Learning Support Program must meet the following criteria:

- The student is working below grade level in reading, writing, or math as measured by multiple assessments and documented by a body of evidence.
- Multiple interventions for remedying the difficulties in the regular classroom setting have been unsuccessful.
- The nature of the student’s difficulties are not due solely to an English Language deficit.
- The student’s parents have been notified and involved in attempts to remediate the difficulties.
- The SSC/SST agrees that a placement in the Student Support Program would be beneficial in moving the student to grade level.

## Exit Criteria for Elementary Learning Support Program

Students who qualify to exit the Elementary Student Support Program must meet the following criteria:

- The student has been working at grade level in the content areas of reading, writing and math as measured by multiple assessments and documented by a body of evidence by the student’s teacher(s) for at least one calendar year.
- The student is receiving passing/grade level marks on his/her report card in reading, writing, and math continually for one calendar year.
- The student demonstrates proficiency in working independently at grade level and can complete classroom assignments in the required timeframe.

- The student's parents have been notified and involved in the decision to exit the student from the Student Support Programme services (including ELL).
- The student demonstrates sufficient academic skills that allow him/her to compensate for any identified disability or challenge in the regular classroom setting.

A Student Support Team meeting is held which will include the principal, student support coordinator, the ELL teacher and Dean of Students (if relevant), the classroom teacher, and any other service providers who may have input regarding the student's exit from the Student Support programme. At that time the decision will be made by the group as to whether the student should exit the SS programme.

## Middle Years Program and Goals

The Middle School Student Support program is an inclusive one designed to support learners in grades 6-10 who display mild learning disabilities. The purpose of the program is to assist students with special needs within the setting of their regular classrooms. The goal is to facilitate and maximize the student's learning through close collaboration among student, teacher, parents, and SSC.

## Direct Services for Students with Special Education Needs

Some of the direct services provided by the Student Support Coordinator and/or Shadow Assistant are:

- Teaching general course content in conjunction with the classroom teacher.
- Key planning accommodations and modifications with individual teachers and/or students.
- Administering assessments as needed for identification, progress monitoring, or other purposes.
- Assisting during standardised testing times to provide a quiet area, monitoring on-task behaviors, allowing additional time as well as necessary breaks.
- Communicating with parents about their concerns in dealing with their child.

## Indirect Services

Some of the indirect services provided by the Student Support Coordinator are:

- Setting the agenda, attending regularly scheduled Student Support Team (SST) meetings at each grade level (once a month cycle) and providing meeting minutes to all appropriate staff.
- Attending grade level planning meetings with staff to discuss curriculum, adaptations, and any student needs (as needed or when appropriate).
- Observations of students of concern within the regular classrooms; feedback to the SST and/or teacher(s)
- Assisting to customise course materials for the special needs student.
- Consulting with classroom teachers regarding teaching methods for different learning styles.
- Reading and abstracting psycho-educational evaluations for staff use.

- Reports and assessment information is kept in the Learning Support Room as well as the Counselor’s Office and shared only with parents and classroom teachers.
- Providing background, resources, and suggestions for particular learning disabilities/syndromes.
- Communicating with parents, tutors, the “Shadow Assistant” and other involved professionals.
- Coordinating with the Psychologist when emotional and/or social issues impact learning problems.
- Meeting with Elementary School and High School personnel to maximise smooth transitions for students moving to the next level.
- Connecting students and families with available community services (i.e. testing, tutoring, etc.).
- Monitoring and checking in with designated students on an on-going basis through communication with the teachers and during SST meetings.
- Assisting with organisational skills.
- Reviewing new student(s) applications/files if a learning disability and/or behavioral concerns are identified.
- Review mid-quarter reports and quarterly report cards of identified and at-risk students.
- Parent conferences at scheduled times during the year as well as at all other times of the year when requested by the parent or teacher.

## Referral Process

New students are added to the Student Support Coordinator’s “caseload” in several ways:

- Students have ILPs, or service plans from their prior school.
- New students provide documentation of having received learning support in schools (and these mild disabilities can be met “within the framework of the regular classroom and the limits and capacity” NFI, Towards a Path to Inclusion, 2013-2014, of the Middle School resources and personnel).
- Students are referred by a former teacher to the SSC for discussion and action.

Students already attending ISE and experiencing difficulties are referred to the SSC according to the following procedure:

- Concerned teachers gather information, collect “evidence” and document observations.
- If difficulties persist, teacher(s) complete a Student Referral Form, email it to the SSC and bring it to the next “ grade team” or SST meeting.
- Teachers discuss possible interventions and ways to differentiate instruction and assessments.
- The SSC/SST members review interventions/notes and create an action plan.

The Student Support Coordinator contacts parents as to the concerns and interventions being discussed.

## Entry-Exit Criteria

See “Referral Process” section for description of student support “Entry” criteria.

Since the Middle School Student Support Program is primarily inclusive in nature, no formal “exit” criteria pertain. When students designated with “special needs” maintain

grades of '3' or better and can function independently, the Student Support Coordinator's role becomes one of monitoring, consultation and communication.

If said student fails to perform at a '4' or better range, despite the enumerated interventions, then the Principal, Student Support Coordinator and teacher(s) meet with the parents to discuss options including: modified academic program, being placed on an academic contract, or relocation to a more appropriate and/or a specialised school.

## Diploma Programme (DP) Purpose and Goals

It is the goal of Student Support Services to provide programs/assistance/methods that support learners with special needs and those working with them. The focus is on the learner interacting with content and skills in the most appropriate environment. The driving questions are: how does the student learn and how can we better facilitate that learning?

## Direct Services for Students with Special Education Needs

The Student Support Coordinator develops a management plan for students who have a psycho-educational evaluation that qualifies them for accommodations on standardised tests on file in the Student Support Office. The management plan (ILP) provides a snapshot of each student's areas of strength, which identifies academic difficulties, and suggested accommodations and strategies to support the student.

*Support can be provided to students and teachers in the regular education classroom to directly support differentiation of instruction, use of specific strategies, and accommodations.*

Students who wish to improve their academic performance have the option of meeting with the Student Support Coordinator and/or "Shadow Assistant" to discuss study skills and organizational strategies.

Accommodations for tests/exams can be arranged through the SSC, provided the student qualifies for accommodations. The DP Coordinator requires documentation in order to seek approval from the IBO regarding formal IB examinations. Accommodation for extra time from 25-50% may be made with a physician's note. This should be discussed with the DP Principal/Coordinator.

## Indirect Services

The Student Support Team (Student Support Coordinator, DP Principal/Coordinator, Dean of Students, Director) meetings are held once per quarter to discuss student needs and progress for:

- Grade level planning meetings.
- Customising course materials for students in collaboration with teachers by adding additional scaffolding when this is needed in order for students to be successful.
- The Student Support Coordinator is available for consultation with teachers for the purpose of differentiating instruction and/or for providing specific information regarding particular learning difficulties and diagnoses.

- The Student Support Coordinator reads and abstracts psycho-educational evaluations for staff, as part of the Management Plan for individual students.
- Regular communication between Student Support Coordinator, Shadow Assistant, parents, tutors and other involved professionals.
- A location is maintained for studying and working on assignments throughout the school day.
- Collaboration between teachers, Student Support Coordinator, Principal/Coordinator, and/or Dean of Students, School Psychologist when emotional and/or social issues impact learning.
- Transition between divisions is supported by collaboration between personnel from each division.
- Connecting students and families with available community services (i.e. testing, tutoring, etc.)

## Referral Process

Students are added to the Student Support Coordinator’s “caseload” in several ways:

- Students have ILPs or service plans from prior schools, and their needs can be met “within the framework of the regular classroom and the limits and capacity of the school’s resources and personnel.” (NFI, Towards a Path of Inclusion, 2013-2014)
- Students are referred by the previous year’s teacher(s) from the prior school or the Student Support Coordinator.
- Students are formally referred by a member of the Student Support Team.

## Entry/Exit Criteria

Students already attending ISE and experiencing academic difficulties are referred to the Student Support Coordinator according to the following procedure:

- Concerned teacher(s) gather information, collect “evidence” and document observations.
- Teacher(s) discuss possible interventions and ways to differentiate instruction. This may include some or all of the following: informal assessment by the Student Support Coordinator, referral to appropriate outside agency (i.e. psycho-educational evaluator/counselor, etc.) private tutoring, and being placed on a contract.
- If difficulties persist, the student may be referred for psycho-educational testing.

# MODIFICATIONS AND ACCOMMODATIONS

	Accommodations	Modifications
Definition	Accommodations are alterations in the way tasks are presented that allow children with learning disabilities to complete the same assignments as other students.	Modifications are a change in what is being taught to or expected from the student.
Curriculum	No change to the curriculum; learning outcomes remain the same.	Changes made to the curriculum to meet the individual needs of the student.
Assessment	No change to assessment criteria.	Assessment criteria may be changed to meet the needs of the student.
Grading	No change to grading criteria.	Grades may be modified and so indicated on report cards or transcripts.
Type of Student	All students, particularly those who are: <ul style="list-style-type: none"> <li>· Diagnosed with mild disabilities</li> <li>· ELL</li> <li>· Struggling</li> </ul>	Only those with significant disabilities or those who may be exceptionally able.
Determination of service	May be made at the teacher's discretion or with the SST. Collaboration with the learning support teacher.	Developed by the SST in preparation of individual learning plan (ILP) and/or for goal setting purposes.
Documentation of Service	Not required for informal accommodations; Formal documentation may be required when seeking accommodations on external exams (e.g. IB)	<ul style="list-style-type: none"> <li>· Individual Learning Plan (ILP)</li> <li>· Letter home outlining how changes of curriculum affect student's future academics</li> <li>· Progress reports and report cards by a case manager</li> <li>· Transcripts</li> </ul>
Examples	<p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>· Material of same content at simpler or more complex reading level</li> <li>· Provide in large print or audio tape</li> <li>· Present instructions orally</li> </ul> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>· Allow for verbal responses</li> <li>· Use of computer/word processing</li> </ul> <p><u>Timing</u></p> <ul style="list-style-type: none"> <li>· Extended time for assessments</li> <li>· Allow frequent breaks</li> </ul> <p><u>Setting</u></p> <ul style="list-style-type: none"> <li>· Preferential seating</li> <li>· Provide space with minimal distractions</li> <li>· Use of study carrel</li> <li>· Test in small groups setting</li> </ul>	<p><u>Partial completion of requirements</u></p> <ul style="list-style-type: none"> <li>· Learning 10 words instead of 20</li> <li>· Learning knowledge-based facts instead of abstract relationships in history</li> <li>· Adjustments made for learning rate</li> <li>· Reinforcement of basic facts while class learns fractions</li> <li>· Provide altered reading level text in English/Modern Language class</li> </ul> <p><u>Alternate curriculum goals</u></p> <ul style="list-style-type: none"> <li>· Social inclusion - student's grade is weighted to reflect behavior/ collaboration skills as opposed to</li> </ul>

		<p>only academic skills</p> <p><u>Alternate assessments</u></p> <ul style="list-style-type: none"> <li>· Assessment tasks reflect changes to curricular expectations and are graded according to individual achievement of the modified curriculum.</li> </ul>
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Source: Towards Inclusion: Planning Our Path: An Inclusive Audit Protocol: NFI Design Team 2013-2014

## Definitions for Student Support

### Mild Support

The student needs some support which would not exceed an hour per day at the maximum. Typically these students have a range of achievement from on or above grade level to below grade level by about one year in any given area.

Mild support at ISE is provided by the Student Support Coordinator in a balanced service delivery model of consultative support with the respective IB Principal (PYP, MYP) and teacher(s) to ensure accommodations. The dimensions of Mild Support include:

- Monitoring student performance
- Study and organizational skills support
- Formal accommodation (i.e. extended time for in-class and standardised testing)
- Literacy Support (ELL - reading, writing, speaking and listening)
- Assistive Technology (i.e. voice to text software)

### Moderate Support:

The student requires additional support and the level of achievement is more than one grade level below in any given area. The student has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. The student's programme may include some courses that are modified and others that are adapted. The dimensions of Moderate Support might include:

- Co-taught classes in corer literacies
- Specialized small group instruction
- Specifically designed courses in mathematics (primarily for secondary students)
- Social skills support
- Study and organizational skills support
- Assistive technology
- Curricular modifications - when required and appropriate
- Speech and language therapy (as needed)
- Occupational Therapy (as needed)

ISE is currently unable to accept students with moderate support requirements unless there are exceptional circumstances. Please see ISE Admissions Procedures Handbook 2018-2019.

# Acceleration Procedures

The International School of Estonia is committed to providing education of high academic standards, which will promote the maximum intellectual, social emotional and physical development of each child who has been identified as gifted.

## Acceleration Definition

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. These acceleration opportunities should include, but are not limited to: moving at a faster pace through core academic subject area(s), advanced grade placement in core academic subject areas, and vertical acceleration.

## Definitions of the types of acceleration

1. **Horizontal Acceleration**- Includes curriculum modification through compacting or a "testing-out" that allows students to move at a faster pace through the core academic curriculum but remain with their class and age mates. Types of horizontal acceleration include: individualized or independent study, mentorship, enrolling in an online, etc. Horizontal acceleration can be done at any time and teachers are encouraged to pursue any of these modifications to best meet the needs of the high ability student.

2. **Differential/Subject Acceleration**- Allows students to move to an advanced grade level in one or more core academic subjects but remain identified with their own age mates. An example of differential acceleration is a 3rd grade student attends 4th grade reading class, a 7th grader attends a 9th grade math course, and so on.

3. **Vertical Acceleration (whole grade)**- Permits grade-skipping that allows students to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs. This must be done with much deliberation as to the effects of this process on the whole child.

## General Criteria

To be considered for differential/subject acceleration, the student must demonstrate

- Academic skill levels superior to age/grade peers as demonstrated by assessments and/or individual assessments administered by educational diagnostician or as indicated by MAP tests
- Academic readiness □
- Social and emotional readiness based on observation □
- Commitment to the opportunities of acceleration □



- A high degree of persistence and motivation □
- A healthy self-concept and capacity to adjust to the accelerated environment □

This decision will be made by the Student Support Team (Director, Principal/Coordinator (PYP, MYP, DP), Student Support Coordinator, Dean of Students, and when necessary ELL Teaching Specialist.

## Specific Criteria□

**For differential/subject acceleration:** To be considered for differential/subject acceleration, the student must demonstrate MAP scores of the 95th percentile or above in one or more subjects.

□**For vertical (whole grade) acceleration:** the student must meet all above criteria as well as demonstrate: □

**\*A score worthy of acceleration according to the Woodcock-Johnson Test IV of Cognitive Abilities, WISC-IV/Otis Lennon School Ability Test and the Gifted and Talented Evaluation Scales. (Tests may be at cost to parents)**

### Acceleration Procedures

- A written application shall be made by the student, parent/guardian, or teacher, and submitted to the Student Support Team. The form **Request for Acceleration** will be used.
- The Student Support Team will meet along with the parent/guardian and student as appropriate. The team will consider available information acceleration policy criteria to reach a consensus recommendation. In the event that consensus cannot be reached, the Director will make the final decision.
- If acceleration is deemed appropriate, the SST will document the decision regarding acceleration
- The SST will reconvene annually to review the appropriateness of the acceleration plan.

### Gifted and Talented Students

Students who have an identified ability beyond the regular classroom academic level may be given an opportunity to challenge and extend their learning potential outside of the general curriculum. Referrals can be made from staff and/or parents. Data will be gathered to determine present strengths and abilities.

**DIFFERENTIATION FOR GIFTED AND TALENTED AT ISE IS PROVIDED THROUGH THE CLASSROOM TEACHERS BY:**

<p><b>Developing Content</b></p> <ul style="list-style-type: none"> <li>• More abstract ideas</li> <li>• More complex and integrated content</li> <li>• Greater variety of content</li> <li>• Organisation around key concepts</li> <li>• The study of productive and creative people</li> <li>• Learning methods of inquiry</li> </ul>	<p><b>Focusing on the process</b></p> <ul style="list-style-type: none"> <li>• Focus on higher levels of thinking using Blooms</li> <li>• Open-ended activities</li> <li>• Use of inquiry and problem-solving</li> <li>• Opportunities for choice</li> <li>• Group decision-making and problem solving</li> <li>• Acceleration of learning pace</li> <li>• Use of varied teaching strategies</li> <li>• Requiring evidence of explaining reasoning and strategies</li> </ul>
<p><b>Ensuring appropriate learning environment</b></p> <ul style="list-style-type: none"> <li>• Student and teacher direction</li> <li>• Independence and dependence</li> <li>• Whole group and small group</li> <li>• Simple to complex activities</li> <li>• Flexible grouping</li> <li>• Open-ended and specific assignments</li> </ul>	<p><b>Achieving a final product</b></p> <ul style="list-style-type: none"> <li>• Expectations for form, content, evidence of skill or concept</li> <li>• Self-evaluation and reflection</li> <li>• Original, personalized work</li> <li>• Opportunities for further extension</li> <li>• Opportunities for selection based on interest, learning specific intelligence.</li> </ul>

NFI : Towards Inclusion: Planning Our Path: An Inclusive Audit Protocol: NFI Design Team 2013-2014

## Other Support Services

### English Language Learners (See ELL Handbook 2018-2019)

The English Language Learners (ELL) program is a critical component of the instructional process at the International School of Estonia. The program exists to ensure that students at ISE accomplish two important goals:

- Master the English language, developing listening, speaking, reading and writing skills;
- Master grade-level academic content, developing academic knowledge in all classes as appropriate.

#### What is ELL support and who receives it?

ELLs stands for English Language Learners - Students whose first language is not English and who are in the process of learning English.

New students with no previous experience of learning English receive daily help in a student centered class environment with an ELL teacher.

As a part of the ISE Admission Procedures, new students who have some knowledge of English are tested to determine their level using the WIDA Model Test (Measure of Developing English Language).

### **Support for Language of Instruction-English Language Learners (ELL)**

The students receive intensive ELL support in grades 1-10. Currently, the school employs a full time ELL teacher who is highly qualified and certified in the administration of the WIDA Model, and WIDA Screener tests.

Students come “as they are” to ISE, with various learning styles, ethnicities, culturally diverse backgrounds, and sometimes vastly different prior educational experiences, so each student is assessed to determine the best course of action to ensure academic success. Students who place at the beginning or intermediate level on an English proficiency placement test (currently we are using WIDA Model Testing), will be enrolled in a pull-out ELL class for a minimum of one year. After one year, the Student Support Team will determine the best placement for the following year.

ISE recognizes that developing academic language proficiency can take up to 3-5 years, the level of English language competence required to have adequate access in the mainstream curriculum. For this reason ISE considers the supporting of ELLs to be a long-term commitment.

## **School Psychologist**

The School Psychologist (SP) through the SST will support the development of students in partnership with parents and staff, involving, when appropriate, other specialists. The SP evaluates the student’s psychological development and coping mechanisms (psychological processes, personality traits, emotional state, mental health problems, and communication). The SP designs, manages and carries out interventions that meet the needs of the student and shares the results of the evaluations with the SST, and parents as required. If necessary, this may involve other professionals. The SP may advise parents on matters concerning child development in consultation with the SST, and assists in finding new ways of raising and solving problems in support of the student’s personal development and coping with their daily lives. The SP is responsible for advising the SST of plans set in place with the students whom the SP is counseling. In addition the SP may support and advise individual students in coping with personal lifestyle and mental health problems and communication skills. The SP supports and advises at the various levels of psychosocial crisis intervention (crisis prevention and post-crisis activities). The ISE school psychologist’s work is guided by the student’s well-being and best interests, applicable through the laws of the Republic of Estonia

and other legislation, the Code of Ethics and job description of the Estonian School Psychologists Association.

## Pastoral Advocate Programme

“Pastoral care is an ancient model of emotional and spiritual support that can be found in all cultures and traditions” (The Scots College, Sydney Australia, 2017). It has been described in our modern context as individual and corporate patience in which trained pastoral carers support people in their pain, loss and anxiety, and their triumphs, joys and victories.

Pastoral care comprises the range of support services that are provided for students' emotional, psychological and spiritual well being.

There is recognition that pastoral care and academic progress are linked. The physical, emotional, cognitive and social elements of a person's life cannot realistically be treated in isolation. What happens in one domain will Affect what happens in one or more of the others.

Leadership speaker and author, Sheila Bethel, in her book *Making a Difference*, has suggested that students “don't care how much you know, until they know how much you care” (Bethel, *Making a Difference*, 2001). Effective academic learning within a school context cannot be separated from the exercise of effective pastoral care. Therefore a commitment to excellence in academic performance must be accompanied by a commitment to excellence in physical health, social competence and emotional resilience.” (The Scots College, Sydney Australia, 2017)

ISE provides an opportunity for students to select a member of the school community, of their choosing whom they can relate to and confide in if necessary. It does not replace any of the existing channels of communication, but is designed to act as a successful means of supporting students, which we have used in the past.

Pastoral Advocates are part of a general support network for students, which is the responsibility of everyone at ISE.

## School Nurse

The school nurse cares for and advises students who fall ill during the school day. She maintains a running record of all contacts and advises the SLT as appropriate. The nurse runs regular screening checks and work with families over health issues that arise. The school nurse also helps with preventative measures: info, flu shots, provide first aid kits for field trips. There is always at least one nurse on duty during the school day and also in attendance at school related sport events.

### Expectation of Stakeholders

The International School of Estonia regards open communication with parents essential to successful integration and support of students with learning difficulties and special needs in the mainstream classroom. When considering whether or not ISE is the optimal

learning environment for a student with learning exceptionalities, we request the following:

### **Families**

The International School of Estonia regards open communication with parents essential to successful integration and support of students with learning difficulties and special needs in the mainstream classroom. When considering whether or not ISE is the optimal learning environment for a student with learning exceptionalities, we request the following:

- An evaluation of the student by a psychologist, neurologist, or other related specialist valid within two years.
- Frequent and open communication with the parent(s).
- Ongoing communication from specialist (if any) working with the student outside of school.
- Parental support for educational testing, consultations or other services thought by the school or outside specialist to benefit the student's opportunity for success.
- An understanding that in the event the child's needs cannot be met by differentiated instruction and other interventions provided by mainstream classroom teacher, it may be necessary to seek placement in another school.
- An understanding that students with special needs require long-term commitment on the part of parents and school and that regular informal evaluation by the Student Support Team is necessary to ensure appropriate progress in meeting the educational objectives has been achieved.
- Any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.

### **Teachers**

The teacher's goal is to increase access and engagement by removing barriers. Classroom teachers should be familiar with the content of the current ILP(s) for their students. Accommodations/modifications and targeted goals should be visible and consistent: written into lesson plans, visible during instruction, accounted for in assessments etc. The four principles of good practice identified by the IB as promoting equal access to the curriculum for all learners: "affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning" (Learning Diversity in the International Baccalaureate Programmes), provide the basis for successful implementation of inclusion. It is the teacher's responsibility to identify, create and agree the most effective strategies for achieving agreed goals for each learner.

# Procedural Steps to be taken when a student shows signs of needing extra support:

## Academic, Social/Emotional, Behavioral

In the event a teacher or teachers observe a behavior that appears to interfere with a student's learning or impedes the learning of others, he or she should refer to the following procedure:

If the concern regards a "one off" behavior or a situation requiring immediate support referrals are directed immediately to the Student Support Coordinator/Dean of Students, otherwise:

- Teacher seek verbal feedback from other teachers □
- Teachers record observations of student in the form or anecdotal notes and work □samples. □
- Teachers use a variety of differentiated instructional technique
- Teachers implement interventions and document results
- Teachers request student observation from other teachers, Principal/Coordinator, or the Student Support Coordinator □
- Teachers meet with parents to discuss learning difficulties and keep a record of the □meeting □
- Teachers fill in the online Referral Form and send it to the Student Support Coordinator
- SST member(s) may decide to initiate an □intervention such as a behavior plan or learning plan if the concerns persist□
- Teachers together with the SST member(s) should determine a □timeline for interventions and copy Principal
- Follow-up meetings will be scheduled throughout the school year to monitor progress
- Teachers should request follow-up meeting with parents and Students Support Coordinator

## Confidentiality

**School Policy: Respect the confidentiality of privileged information and not discuss confidential matters outside of school.**

All children have a right to privacy. Students who are experiencing difficulties at school should not have their difficulties, or successes, discussed informally by anyone,

anywhere. When discussing any child with another staff member or parent it should be done in private.

Staff will maintain confidentiality by not referring to any child outside of the classroom by name or identifying features, not referring to social or learning difficulties in front of other students or members of the ISE community, and being sensitive to making comments or drawing conclusions about a student's behavior or learning profile.

# Appendices

## Glossary of Terms

**Academic language**: language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study.

**Accommodation**: allows the student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response, and/or presentation. The accommodation does not alter in any significant way what the test or assignment measures.

**Acquisition Deficit**: a type of social skills deficit that stems from a lack of knowledge: a child does not understand a skill, and thus cannot master it.

**Adaptation**: a modification made to a device or to a service or program that renders it usable by or appropriate for a person with a disability. At school, a standard curriculum or lesson may be adapted, for example, to better meet the needs of a student with special needs.

**Annual Review (AR)**: The yearly meeting of the individualized education program (IEP) team (or called ARD committee in some states). The AR is designed to gather all the ILP team members in one location to update one another on a student's needs and performance by reviewing progress toward goals and looking at new data like work samples and recent testing.

**Assessment**: Evaluations used to identify a student's strengths, weaknesses and progress. These tests are designed to provide an overview of a child's academic performance, basic cognitive functioning and/or his or her current strengths or weaknesses; they can also test hearing and vision. Assessments can consist of anything from the observations of a teacher or aide to standardized and criterion-referenced tests to complex, multi-stage procedures such as a group of teachers assembling a large portfolio of student work.

**Assessment Plan**: A written description of the assessments that will be used to evaluate a student's strengths, weaknesses and progress and to determine his or her eligibility for special education services and the types of services that would help that student succeed. In some states the school district is given 15 days to decide which testing services will be used and put that into a plan, while in other states the time frame is not defined. However, IDEA gives only 60 days to complete an evaluation from the time a parent gives permission.

**Attention Deficit Disorder (ADD)**: An out-of-date term that was previously used to describe children who have difficulty paying attention, but are not significantly impulsive or hyperactive. Today the term ADD is usually used to describe the inattentive subtype of AD/HD or as a synonym for AD/HD.



Source: The Child Mind Institute

<http://www.childmind.org/en/posts/ask-an-expert/2014-6-30-what-difference-between-add-and-adhd>

**Attention Deficit/Hyperactivity Disorder (AD/HD)**: A condition that can make it hard for a person to sit still, control behavior and pay attention. Children with AD/HD are sometimes eligible for special education services under IDEA's "other health impairment" disability category.

**Autism (AUT)**: Autism is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees.

Source: Autism Society <http://www.autism-society.org/about-autism/>

**Autism Spectrum Disorder (ASD)**: A disorder characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors. Autism spectrum disorders include autistic disorder, Rett syndrome, childhood disintegrative disorder, pervasive developmental disorder-not otherwise specified (PDD-NOS) and Asperger syndrome.

Source: Autism Speaks <http://www.autismspeaks.org/what-autism>

**Behavior Intervention Plan (BIP)**: A plan that targets one to three of a student's undesirable behaviors with interventions that are linked to the functions of the behavior; each intervention specifically addresses a measurable, clearly-stated targeted behavior. A BIP can include prevention strategies, which stop the behavior before it begins, as well as replacement behaviors, which achieve the same function as the disruptive behavior without causing disruption.

**Behavior Management**: Responding to, preventing and de-escalating disruptive behavior.

**Behavior Support Plan (BSP)**: A proactive action plan to address behavior(s) that are impeding learning of a student or of others in his or her classroom. Source: Positive Environments, Network of Trainers <http://www.pent.ca.gov/beh/bsp/bsp.ht>

**Classroom Management**: The way in which a class is arranged. This involves planning every aspect of a lesson, routines, procedures, interactions and the discipline in the classroom. [LINK to Behavior and Classroom Management-intro]

**Collaborative Teaching**: A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the classroom.

**Collaboration**: a style for interaction between at least co-equal parties voluntarily engaged in shared decision-making as they work towards a common goal.

**Developmental and Social History:** A narrative assessment formulated by a child's classroom teacher, parents, pediatrician and school specialists, focusing on issues such as the child's health history, developmental milestones, genetic factors, friendships, family relationships, hobbies, behavioral issues and academic performance. A developmental and social history is a common element of an assessment plan.

**Developmental Delay (DD):** A delay in one or more of the following areas of childhood development: cognitive development, physical development (including vision and hearing), communication development, social and/or emotional development and adaptive development (including eating skills, dressing and toileting skills and other areas of personal responsibility). Source: Indiana Family and Social Services Administration <http://www.in.gov/fssa/ddrs/3382.htm>

**Emotional or Behavioral Disturbance (EBD):** A condition exhibiting one or more specific emotional and/or behavioral difficulties over a long period of time and to a marked degree, which adversely affects educational performance. Source: University of Minnesota <http://ici.umn.edu/index.php?topics/view/100/>

**Exceptional Students:** students with learning disabilities, talents, or styles that require some assistance or modification for successful learning to occur.

**Inclusion, Inclusive Classroom:** The term inclusion communicates an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn inside mainstream classrooms. Mainstream classrooms in which students with disabilities learn are known as inclusive classrooms.

**Individualized Learning Plan:** a written document that describes the student's current abilities, establishes goals and objectives for the school year and outlines general and special education programs and services to meet those goals, describes any testing modifications and other program able to use language for both communicative tasks and academic purposes. Proficiency varies as a function of the context, purpose and content of communication.

**Intellectual Disability (ID):** Significantly subaverage general intellectual functioning, existing simultaneously with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. ID has been referred to as "Mental Retardation" (MR) in the past, and the term and its acronym may be used colloquially or on older documentation.

**Interventions:** Sets of teaching procedures used by educators to help students who are struggling with a skill or lesson succeed in the classroom.

**Learning Disability:** the term "learning disability" means a disorder in one or more of the basic processes involved in understanding spoken or written language. It may show up as a problem in a person's ability to listen, think, speak, write, spell, or do math, despite at least average intelligence.

**Learning Strategies:** mental activities or actions that assist in enhancing outcomes; may include metacognitive strategies (i.e. planning for learning, monitoring one's own comprehension and production, evaluating one's performance), or social/affective strategies (i.e. interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution).

**Modification:** an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure.

**Mild to Moderate:** of average or above-average intelligence; able to make progress through the regular curriculum with slight adaptations in presentation of material/concepts to be learned.

**Native Language:** the language that was acquired and used first by students regardless of their later proficiency in that language. Students may have more than one primary language.

**Pull-out Instruction:** when students are withdrawn from their regular classrooms for one or more periods per week for special instruction in small groups.

**Response to Intervention (RTI):** A process used by educators to help students who are struggling with a skill or lesson. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill. RTI strategies address both learning and behavior.

**Scaffolding:** supporting student learning by assessing current levels of understanding and/or ability and determining effective actions to help each individual reach her/his academic and social potential.

**Second Language:** the language that is used in addition to the primary language.

**SEN:** Special Education Needs - referring to a broad spectrum of learning, behavior, emotional and social needs that might require intervention.

**Specific Learning Disability (SLD):** A disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. Specific learning disabilities include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.

Source: Massachusetts Department of Elementary & Secondary Education

**Transition/Transition Plan:** Transition is a general term used to describe a change in a student's school or program. A transition plan is specific to an ILP: a student who will turn 16 within the life of his or her individualized education program must have a transition goal and plan that outlines how he or she will transition to life beyond high school.

**Universal Design:** An approach that makes a curriculum accessible to all students, regardless of their backgrounds, learning styles and abilities.

**Universal Screening Tool:** A test that can correctly identify students who are struggling with grade-level concepts or skills. A universal screening tool is used as part of the RTI process.

## Questions to Guide Teachers in Planning for Differentiation

(Use any or all applicable to your teaching/learning needs)

1. Are you clear on what you want the student to:

- know (facts)?
- understand (principles, generalizations, ideas)?
- be able to do as a result of this/these learning experiences?

2. In planning for content, have you thought about:

- alternate resources?
- varied pacing plans?
- varied support (reading buddies, tape recordings, organizers, small group direct instruction, extensions)?

3. In planning pre-assessment for student readiness:

- does it show understanding or skill/facts only?
- does it fit what you want from #1?

4. As you assign students to groups or tasks, have you made certain:

- students are encouraged to “work up”?
- there are opportunities for students to work alone if needed or preferred?
- the group size matches the student need?
- group assignments vary from previous ones?

5. As you create activities, have you made certain:

- they call for high level thinking?
- each activity requires all students to make sense of own key concepts and generalizations?
- if readiness based, the activities are varied in pace, content, process, or product?
- if interest bases, students have choices to make about how to show understanding?
- expectations for high quality task completion is clear?
- skills are a part of the activity?

- there's a plan for gathering assessment data from the activity?

6. When creating assignments for products, have you checked that:

- they require all students to use key concepts, generalizations, ideas and skills to solve problems, extend understandings, and/or create meaningful products?
- they provide additional options for success to be added by the student and by the teacher for individual students?
- they provide for student choice within the parameters needed to demonstrate understandings and skills?
- they include clearly stated descriptors for content (understandings and skills), for process (i.e. timeline, drafts, self-evaluation), product requirements?
- there are plans for evaluation that is formative and summative?

7. Have you ever considered:

- use of contracts, centers, compacting?
- use of small groups for direct instruction for re-teaching or extension?
- meaningful tasks when a student completes required work that offers reinforcement, extension, or exploration?

Towards Inclusion: Planning Our Path: An Inclusive Audit Protocol: NFI Design Team, 2013-2014

## Instructional Strategies for Supporting Student Learning

### Classroom teacher:

- Differentiation
- Classroom Organisation
- Classroom Management
- Methods of Presentation
- Methods of Practice
- Methods of Adapting Materials
- Methods of Assessing/ Testing

### Adapted programme

An adapted programme retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the programme. The adaptations can include (but are not limited to):

- o *alternative formats, such as:*
- o *provision of a scribe*
- o *pre-prepared notes*

Instructional strategies, such as:

- o *use of interpreters*
- o *visual cues or other aids*
- o *reduced assignment (quantity)*

Assessment procedures, such as

- o *oral exams*
- o *additional time*

Students on adapted programmes are usually assessed using the standard for the course/programme and can receive full credit for their work. School personnel should document the adaptations provided for the student.

## Adaptations with technology

This is an important factor in adaptation for students; students should be allowed to utilize the following:

- calculator;
- iPad, with specific apps
- Laptop, for word processing and/or other learning support programs
- online dictionary & thesaurus
- graphic organizers;
- specific web programmes (*IXL Math, Jungle Memory, Readworks*)
- special websites for SEN

**ELEMENTARY LEARNING SUPPORT REFERRAL FORM**

**Please fill out what you are able and forward to the Student Support Coordinator. Please circle when given a choice.**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Date of Birth \_\_\_\_\_ Date of Referral: \_\_\_\_\_

Date of entry into ISE \_\_\_\_\_ Referee \_\_\_\_\_

Have you communicated your concerns with the student's parents? Y N

Currently attends: French/ ELL

Years of instruction in English : \_\_\_\_\_

Has the child had a Psycho-Educational Evaluation or any other evaluation? \_

Please state evaluation \_\_\_\_\_

Has the child ever received Literacy/Math Support, Learning Support, or any outside therapy at ISE or previous school? \_\_\_\_\_

What support has the child received and for how long? \_\_\_\_\_

Are there medical needs? State needs. \_\_\_\_\_

Any vision/hearing/physical impairment(s) \_\_\_\_\_

Is the child currently on any medication? State medication and purpose. \_\_\_\_\_

\_\_\_\_\_

1. Briefly describe reason for referral and provide any relevant background information.

2. Please indicate the student's performance in the following areas. (mark an x in the appropriate box):

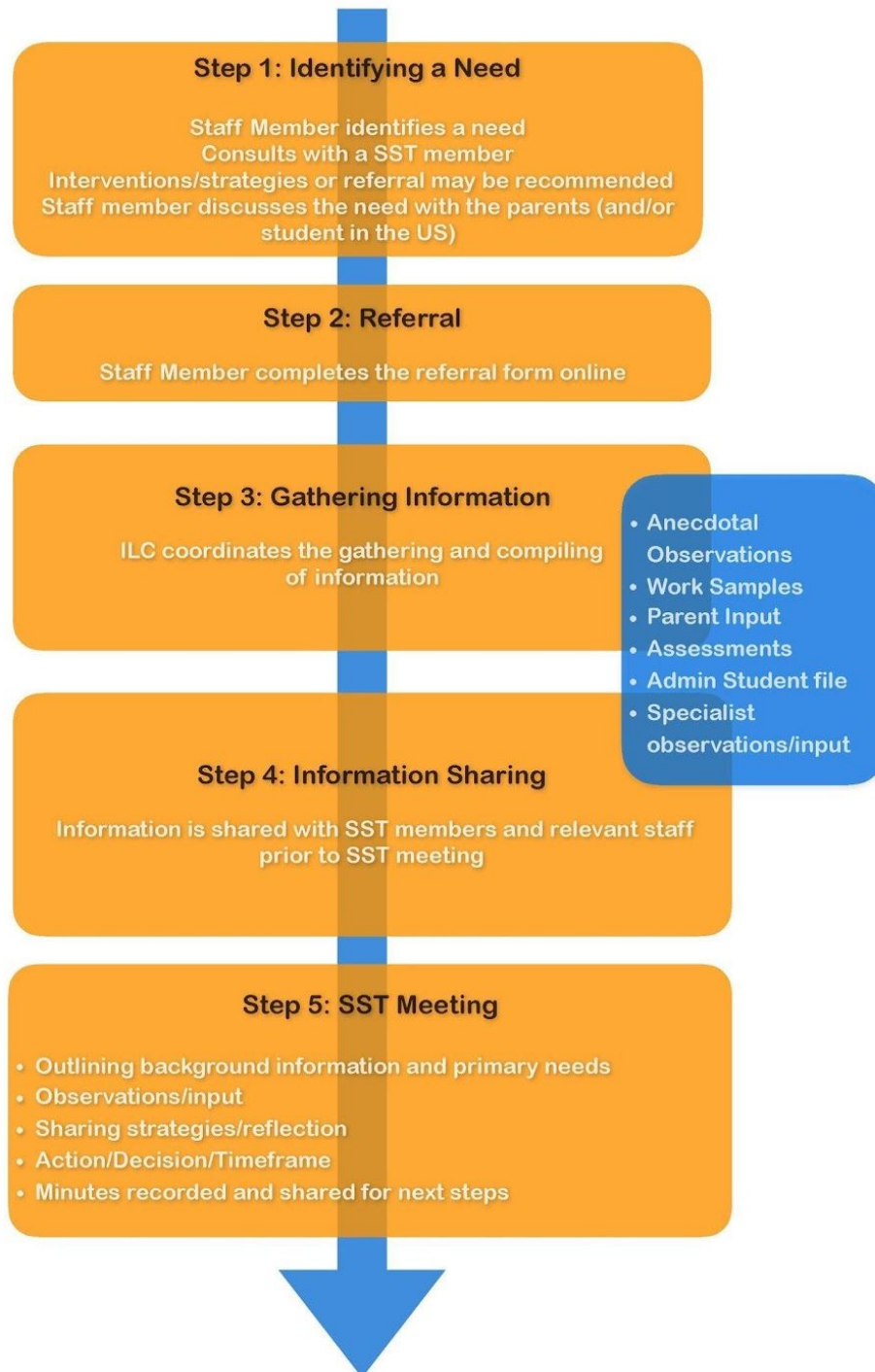
<b>LEARNING</b>	<b><u>Exceeds</u></b> grade level expectation	<b><u>Within</u></b> grade level expectations	<b><u>Approaching</u></b> grade level expectations	<b><u>Well below</u></b> Grade level expectations
Problem solving				
Motivation				
Following written directions				
Following spoken directions				
Completion of tasks				
Ability to stay on task				
Ability to work in groups				
Completion of homework				
Seeks help when needed				
General output				
<b>WRITING</b>	<b><u>Exceeds</u></b> grade level expectation	<b><u>Within</u></b> grade level expectation	<b><u>Approaching</u></b> grade level expectations	<b><u>Well below</u></b> Grade level expectations
Handwriting				
Legibility				
Presentation of work				
Spelling				
Sentence structure				
Grammar				
Note taking				
Essay/story writing				
proofreading				
<b>READING/ COMPREHENSION</b>	<b><u>Exceeds</u></b> grade level expectation	<b><u>Within</u></b> grade level expectations	<b><u>Approaching</u></b> grade level expectations	<b><u>Well below</u></b> Grade level expectations
Reading comprehension				
Reading rate(flouency)				
<b>MATH</b>	<b><u>Exceeds</u></b> grade level expectation	<b><u>Within</u></b> grade level expectations	<b><u>Approaching</u></b> grade level expectations	<b><u>Well below</u></b> Grade level expectations
Conceptual understanding				
Word problems				
Computation				



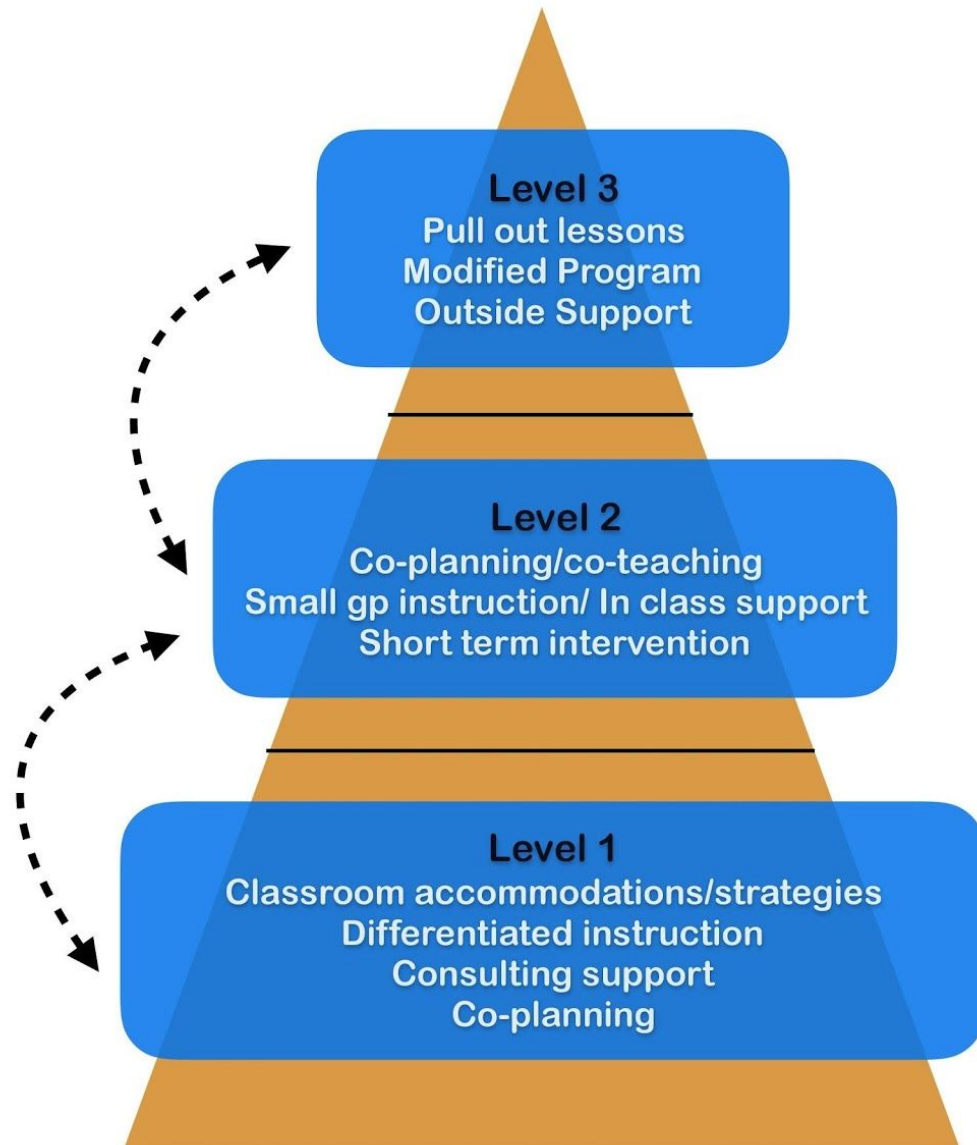
<b>BEHAVIOR/ SOCIAL AND EMOTIONAL SKILLS</b>	<b><u>Exceeds</u> grade level expectation</b>	<b><u>Within</u> grade level expectations</b>	<b><u>Approaching</u> grade level expectations</b>	<b><u>Well below</u> Grade level expectations</b>
Self-esteem				
Relationship with peers				
Relationship with teacher				
Behavior in class				
Behavior outside of class				
Organization of self/materials				
attendance				

3. Gather three work samples from the student, over a two week period, that illustrate the students' specific strengths and weaknesses. Please annotate the student's work samples to support your reason for the referral.

# Student Support Team Referral



# Levels of Support



REQUEST FOR ACCELERATION

The International School of Estonia is committed to providing education of high academic standards, which will promote the maximum intellectual, social emotional and physical development of each child who has been identified as gifted.

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. The acceleration opportunities should include, but are not limited to: moving at a faster pace in a subject area and advanced grade placement.

Name of student: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Current Grade: \_\_\_\_\_ Class teacher: \_\_\_\_\_

Parent/Guardians: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Describe what type of acceleration is being requested:

Check the differentiation techniques that have been utilized to accommodate this child's needs:

- |                    |                          |                   |
|--------------------|--------------------------|-------------------|
| Change pace/depth  | Curriculum Compacting    | Creative Thinking |
| Learning Centers   | Higher level questioning | Flexible Grouping |
| Learning Contracts | Independent Research     | Student Choice    |
- Differentiated assignments and/or assessments  
Open ended assignments  
Supplemental materials (not More of The Same)  
Other (describe)

Name of referring individual: \_\_\_\_\_

Relation to Child: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

## Student Of Concern Parent Email Template

Date:

Dear Mr. & Mrs. (PARENT NAME),

(STUDENT NAME) appears to be experiencing some challenges in the area(s) of MATH / READING / SPELLING / WRITING / BEHAVIOR / FOCUS & ATTENTION. My concerns are based on STUDENT NAME'S recent assessments, class work and my own observations.

ISE uses a Response-To-Intervention approach to support, so our first steps will be to make changes in the classroom in order to support (STUDENT NAME). We'll then monitor how these changes affect (STUDENT NAME) over the course of 4 weeks. Additionally the SEN TEACHER (NAME), and teacher (NAME), may conduct further assessments to get a clearer picture of (STUDENT NAME)'s areas of strength and challenges.

It's important to be proactive where there is a concern so STUDENT NAME can benefit from a greater level of support if needed. Our priority is ensuring HE/SHE is successful, productive and above all happy at school.

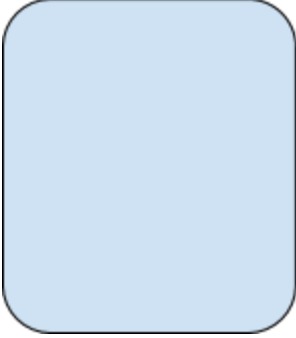
I shall be in touch to update you on STUDENT NAME'S progress over the course of the in class intervention period. I'll also inform you if further steps are required to more fully support (STUDENT NAME). In the meantime, please feel free to contact me with any questions, concerns or with information you feel may help us support your child.

Regards,

SEN COORDINATOR NAME

### HOME/SCHOOL DATA INFORMATION SHEET

This form should be filled by all the teachers and shared with the parents of his/her student. This document should not be shared with anyone else without the explicit agreement of the SEN Coordinator.

<b>Student Name:</b>	
	Age:
	Grade:
	Parent/Guardian:
	Parent/Guardian:
	Teacher:
	Teacher's Assistant:
	Counselor:
	Learning Support Teacher:
<b>Statement of Purpose</b>	
What is the reason for this document's existence? What is the desired outcome from the creation of this document?	
<b>Essential Background Information</b>	
Preferred Peers:	
Preferred Home Interests:	
Preferred School Interests:	
Diagnostic / Medical Information:	

**HOME/SCHOOL DATA INFORMATION SHEET**

This form should be filled by all the teachers and shared with the parents of his/her student. This document should not be shared with anyone else without the explicit agreement of the SEN Coordinator.

<b>Home Based Areas for Development</b>	
<i>Parents should complete this section to address any areas they see at home requiring development</i>	
<b>Suggested Support</b>	
<b>School Based Areas for Development #1</b>	
	•
<b>Suggested Support</b>	
	•

<b>Support Implemented</b>			
<b>Support Provided</b>		<b>Date Initiated</b>	<b>Date Reviewed</b>
1.)	Describe nature of specific support & explain desired outcome. If possible/required provide a measurable outcome.		

<b>Support Review #1</b>
Were desired outcomes achieved? Was progress made? How was this measured?

This form should be filled **HOME/SCHOOL DATA INFORMATION SHEET**  
 by all the teachers and shared with the parents of his/her student. This document should not be shared  
 with anyone else without the explicit agreement of the SEN Coordinator.

**General Developmental Information**

*Only sections where there is little information or a specific concern should be completed.*

**Social Emotional**

**Making Relationships**

**Managing Feelings**

**Managing Behavior**

**Self-Confidence**

**Separation in Morning**

**Peer Interaction**

**Play Skills**

**Communication & Language**

**Listening & Attention**

**Understanding**

**Speaking/Chewing**



## HOME/SCHOOL DATA INFORMATION SHEET

This form should be filled by all the teachers and shared with the parents of his/her student. This document should not be shared with anyone else without the explicit agreement of the SEN Coordinator.

<b>Self-Care</b>	
<b>Dressing/Undressing</b>	
<b>Health</b>	
<b>Toileting</b>	
<b>Diet</b>	
<b>Gross Motor</b>	
<b>Running &amp; Jumping</b>	
<b>Catching &amp; Throwing</b>	
<b>Carrying Large Objects</b>	
<b>Balance</b>	
<b>Fine Motor</b>	
<b>Writing/Drawing</b>	
<b>Use of Buttons &amp; Zips</b>	
<b>Picking up Small Objects with Fingers</b>	
<b>Manipulating Small Objects/Toys</b>	
<b>Cognitive</b>	
<b>Problem Solving</b>	
<b>Spatial Awareness</b>	
<b>Memory</b>	
<b>Attention</b>	

**International Individualized Learning Plan**  
 School Year 2018-19



Progress Semester 2	
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<b>TARGET AREA</b>	<b>Written Language/Fine Motor Skills</b>
<b>Persons Responsible</b>	

<b>Strategies</b>	<ul style="list-style-type: none"> <li>Generate and practice spelling lists to reinforce specific patterns and frequently used words</li> <li>Guided writing and out-loud spelling</li> <li>Encourage talking through what is to be written</li> <li>Visual tracking activities</li> <li>Targeted motor exercises</li> <li>Allow opportunities for verbal answers when objective is content base</li> </ul>
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<b>Goals</b>	a.	
	b.	
	c.	
	d.	
	e.	
	f.	

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Progress Semester 2	
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# International Individualized Learning Plan

## School Year 2018-19



<b>TARGET AREA</b>	<b>Self Management</b>	
<b>Persons Responsible</b>		
<b>Goals</b>	<b>a.</b>	Use self-soothing and positive comments to herself to remain calm while attempting a new task
	<b>b.</b>	Slow down and develop think through strategies when starting a task
	<b>c.</b>	Attempt learning activities with own ideas and work without comparing to peers
	<b>d.</b>	Consistently recognize when he needs a break
	<b>e.</b>	Further develop his ability to come back after a frustrating episode with a positive attitude
	<b>f.</b>	Develop ability to name and 'move though' the emotion that she is experiencing
	<b>g.</b>	Gain a greater understanding of herself, her identity, strengths and skills
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Give simple, and concrete directions both verbally and visually</li> <li>Check for understanding after instructions have been given</li> <li>Set small attainable goals</li> <li>"Chunk" activities into small parts</li> <li>Use physical proximity and direct cues to alert student to instructions and key info</li> <li>Eliminate high appeal distractions and use preferential seating</li> <li>Use picture cues, visuals and visible thinking strategies</li> <li>Talk through and scaffold multiple step directions</li> <li>Give positive praise for desired behaviors</li> <li>Give "think time" prior to attempting a task or answering a question</li> <li>Build on a narrative and vocabulary of positive self-perception and self-encouragement</li> <li>Externalize some of the internal negative 'voices' that may be causing frustration/ comparison</li> </ul>	
<b>Progress Semester 1</b>		
<b>Progress Semester 2</b>		

## International Individualized Learning Plan Accommodations Agreement



<b>Student Information</b>	<b>STUDENT</b>		<b>Grade/Teacher:</b>	
	<b>DOB:</b>		<b>Languages:</b>	
	<b>ELL Status: WDA</b>		<b>Grade Level at Entry to ISE:</b>	
	<b>ILP Start Date:</b>		<b>ILP Review Date:</b>	
	<b>Identified Learning Need:</b>		<b>Date of Educational Evaluation(s):</b>	
	<b>Strengths</b>		<b>Challenges:</b>	

<b>Reason for Support Services and Learning History:</b>
.

<b>Description of Service:</b>

As agreed upon through the SST, ISE teachers and staff agree to the following accommodations written in collaboration with the student:

<b>Environment</b>	<input type="checkbox"/> Selective seating	<input type="checkbox"/> Opportunities for movement	<input type="checkbox"/> Clear work area
	<input type="checkbox"/> Alternate Work Space	<input type="checkbox"/> Proximity to Teacher	<input type="checkbox"/> Quiet space
	<input type="checkbox"/> Other: One on one Assistance currently provided by DP Principal	He requires morning/afternoon separate time. Getting around and is frustrating.	

<b>Instructional Materials Strategies</b>	<input type="checkbox"/> Outline of Lecture / Lesson in Math	<input type="checkbox"/> Additional Instruction	<input type="checkbox"/> Structured Notes Provided
	<input type="checkbox"/> Audio books/ebooks	<input type="checkbox"/> Audio recorder	<input type="checkbox"/> Large print text
	<input type="checkbox"/> Supplemental Visuals	<input type="checkbox"/> Peer assistance	<input type="checkbox"/> Use of manipulatives

## International Individualized Learning Plan Accommodations Agreement



	<input type="checkbox"/> Allow use of spell check	<input type="checkbox"/> Use of translation software	<input type="checkbox"/> Use of calculator
	<input type="checkbox"/> Clear instructions	<input type="checkbox"/> Review directions	<input type="checkbox"/> Use of dictionary
	<input type="checkbox"/> Reduced Reading /Writing	<input type="checkbox"/> Reduce number of problems in Math so I can show understanding	<input type="checkbox"/> Use of overlays/notebooks
	<input type="checkbox"/> Access to computer	<input type="checkbox"/> Provide graphic organizers for note-taking and / or writing tasks	
	<input type="checkbox"/> Other: Articulate answers verbally and have someone scribe		
Study Skills / Organization	<input type="checkbox"/> Visual reinforcement	<input type="checkbox"/> Mnemonics	<input type="checkbox"/> Provide model
	<input type="checkbox"/> Extra drills or practice	<input type="checkbox"/> Student restates information	<input type="checkbox"/> Provide study guide
	<input type="checkbox"/> Chunking information	<input type="checkbox"/> Mind maps and organization	<input type="checkbox"/> Assignment book / agenda
	<input type="checkbox"/> Check for accuracy		
Time	<input type="checkbox"/> Extra time for written work	<input type="checkbox"/> Extra time for tests	<input type="checkbox"/> Extra response time
	<input type="checkbox"/> Extra time for reading	<input type="checkbox"/> Others	
Testing	<input type="checkbox"/> Prior notice of tests	<input type="checkbox"/> Study guide for tests	<input type="checkbox"/> Student writes on test
	<input type="checkbox"/> Extra time	<input type="checkbox"/> Allowed to read test out loud	<input type="checkbox"/> Test read aloud to student
	<input type="checkbox"/> Alternate setting	<input type="checkbox"/> Oral responses allowed	<input type="checkbox"/> "Scribe" records answers
	<input type="checkbox"/> Use of overlays/notebooks/note card for Math	<input type="checkbox"/> Assess content and not spelling	
**Standardized Testing**	<input type="checkbox"/> Alternate setting	<input type="checkbox"/> Extra time	<input type="checkbox"/> Test read aloud (as permitted)
	<input type="checkbox"/> Other: use of calculator		
<p>**For students to qualify for accommodations on standardized testing, these accommodations must be customary for classroom tests. College Board Tests and IB DP exams require additional approval of accommodations, please see DP Principal/Counselor for necessary data required.</p>			

<b>Role</b>	<b>SST Shadow Assistant</b>
<b>Coordinators</b>	SSC/ Student Support Team Members/Classroom Teacher
<b>Summary</b>	The personal assistant provides individual support within the context of the general classroom as outlined on the student's Individual Learning Plan. S/he partners with teachers and the Student Support team to best meet the student's needs.

<b>General Responsibilities</b>
<ul style="list-style-type: none"> <li>● Support the student in accessing the curriculum and navigating the school day as outlined on the ILP</li> <li>● Engage positively and actively with all students to support the student's inclusion with grade/age level peers</li> <li>● Establish collaborative and professional protocols with lead teacher(s) and the student support coordinator</li> <li>● Contribute to documented observations to be shared with Teachers and SSC</li> <li>● Maintain continuity of support and delivery of lesson by remaining with student/class for the determined block</li> <li>● Provide feedback and input to the Student Support Coordinator for the purpose of progress and strategy development</li> </ul>

<p>Must maintain:</p> <ul style="list-style-type: none"> <li>● positive, supportive, responsive, solution-based and empathetic attitude</li> <li>● have a clear and positive communication style</li> <li>● encouragement and support student's self advocacy and independence</li> </ul>
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ISE celebrates the  
100th anniversary of Estonia

## INTERNATIONAL SCHOOL OF ESTONIA

Juhkentali 18  
10132 Tallinn  
Estonia

Tel +372 666 4380  
Fax +372 666 4383

[ise@ise.edu.ee](mailto:ise@ise.edu.ee)  
[www.ise.edu.ee](http://www.ise.edu.ee)

### PERMISSION TO TEST A STUDENT

I \_\_\_\_\_ do hereby  
(parent/guardian)

give permission to have my child \_\_\_\_\_

tested by  
\_\_\_\_\_

to determine whether any accommodations must be implemented by  
\_\_\_\_\_’s

teachers. This testing may be both formal and informal.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

# Counseling Referral Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Concerns about the Student: Please check where appropriate

Academic	Personal/Social
<input type="checkbox"/> Complete homework	<input type="checkbox"/> Get along with others
<input type="checkbox"/> Pay attention in class	<input type="checkbox"/> Make new friends
<input type="checkbox"/> Use organization skills	<input type="checkbox"/> Feel confident
<input type="checkbox"/> Participate during class	<input type="checkbox"/> Speak at appropriate times
<input type="checkbox"/> Improve grades	<input type="checkbox"/> Keep hands and feet to self
<input type="checkbox"/> Use effective study skills	<input type="checkbox"/> Use kind words with others
<input type="checkbox"/> Complete classwork	<input type="checkbox"/> Cope with family situations
<input type="checkbox"/> Others	<input type="checkbox"/> Others

Comments related to concerns:

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What action would you like the counselor to take regarding this issue?

Talk with the student (check frequency below

Once/as needed  Weekly  Bi-Weekly  Monthly

Call parent/ guardian

Observe the student

Provide resources





Daily Academic Monitoring Sheet

Teacher Observation

Please mark each box from 0-4 (0 being not at all, 4 being always). Please use N/A if not applicable. The student is responsible for presenting this sheet for you to complete and initial.

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Period/ Subject	Organiz. Tools, notebooks	Actively Listening	Following Directions	Partic. in class	Work Completion	Engaging with others	Using Technology appropriately
1							
2							
3							
4							
5							
6							
7							
8							

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Principal Signature

PLEASE RETURN TO THE PRINCIPAL AT END OF THE DAY.

## CLASSROOM INCIDENT REPORT FORM

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

Teacher: \_\_\_\_\_

Please put a checkmark next to incident applicable to this report.

Refusing to Work

Destroying property

Throwing Items

Talking without permission

Disrupting with noises

Refusing to follow directions

Teasing classmates

Moving out of assigned area

Cyber Bullying

Using physical aggression

Making inappropriate gestures

Using inappropriate language

Employing excessive and inappropriate attention seeking behaviors

Supporting Details (including time and location of incident)

Action Taken: Verbal Warning  
Time Out  
Counselor  
Dean of Students  
Psychologist  
Sent home

Parent Contact made on: \_\_\_\_\_ via \_\_\_\_\_



## **Academic Honesty - Incident report form**

**Student:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Description of incident:**

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**Action taken:**

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**Offence Number:** \_\_\_\_\_

**Principal Coordinator Signature:** \_\_\_\_\_

**Further action taken (if appropriate):**

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“The International School of Estonia, as an institution of learning, holds as one of its highest ideals that of honesty in academic affairs. With this in mind, it is incumbent upon both faculty and students to protect and maintain a high degree of academic honesty in our school”

- International School of Estonia Academic Honesty Policy