

2022-2023

CLC learning inclusion policy



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mission

To provide excellence in a PN-12 English-speaking environment, and fully prepare each student to prosper in a borderless and innovation-based world.

vision

To become Venezuela's most aspirational PN-12 learning environment.

expected school-wide learning results

ESLRs are a set of expectations that articulates what each student should know, understand and be able to do upon leaving CIC.

Effective Communicators Who:

- Read, write, speak, view, and present, and listen effectively and correctly in English.
- Reflect and critically evaluate oral, written, and visual information.
- Understand, follow, and give directions.
- Communicate clearly and appropriately for various outcomes, cultures, and points of view.
- Collaborate and communicate with honesty and integrity.

Life-long Reflective Learners Who:

- Think about their own thinking.
- Recognize and develop strengths and talents.
- Assess and improve weaknesses and limitations.
- Take an active role in their own learning process.
- Work independently and self directed.

**Socially Responsible
Global Citizens Who:**

- Demonstrate knowledge and awareness of social problems and their implications in both, their own and global communities.
- Participate actively and contribute responsibly in projects that improve the community.
- Respect cultural diversity via collaboration and self and community advocacy.
- Identify and address environmental concerns that affect communities around the world are globally responsible citizens through self-awareness, empathy, and understanding.

**Critical Thinkers and
Problem Solvers Who:**

- Demonstrate intellectual curiosity and independent as well as collaborative learning.
- Demonstrate the ability to use reasoning skills combined with ethical and/or moral values to solve complex problems.
- Utilize technology appropriately to gain information and solve problems.
- Apply knowledge and skills to new situations.
- Make sense of problems and persevere in solving them.

philosophy

The Learning Resources (LR) Team (LR Teacher, school counselor, and homeroom teacher) supports the school's mission statement, and the learning resources philosophy is linked to the instructional goals and objectives of CIC and as such will endeavor to support those goals and objectives.

A student may require more accommodations, modifications, and interventions based on academic, social-emotional, and/or medical status. These students can receive support from our Learning Resource Teachers, including socio-emotional support and interventions, and/or be required to receive additional support outside of school.

Learning difficulties may emerge at any time during the student's school life and may be identified after the student has been admitted in CIC. In order to ensure that all students benefit from the educational experience, interventions must be in place to help students who could have a learning difficulty interfering with their learning.

objectives of the team

The objective of the Learning Resource Team is to:

- Provide a structure of the school's policies on services offered to students that requires support including referral to identify and assess, interventions and planning according to their potential.
- Monitoring of student progress in school and at home.

The Learning Resource Team has responsibility for overall management of the Learning Inclusion Policy and for keeping the superintendent fully informed. The divisional coordinators should work closely with LR staff, who should work closely with the teachers and take responsibility for the day to day operation of the policy with the support of the extended administration team.

admissions policy

The LR Team is a key component to the admissions process and works closely with the administration in order to establish the criteria for admitting students to the school. It should be noted that CIC may not be able to service all students with learning difficulties.

Due to lack of human and/or material resources, these may include children on the severe side of the spectrum, severe visual or hearing impairment, Down's syndrome or other moderate to severe neurological dysfunctions, and physical disabilities. Parents must divulge all relevant information regarding their child's special needs and medical history (including a complete medical report of the child and psychological report) to allow the school team to make an informed and realistic decision about the appropriateness of the child's placement at CIC. Each individual with special needs will be reviewed on an individual basis at the time of application.

The LR Team will look at the resources the child will require in terms of human resources, financial, material and space resources, as well as the parental commitment to supporting their child's educational program at home and school. The school recognizes that sometimes the placement of a child with moderate to severe special needs may be appropriate in the primary program. The administration works with the LR Team before accepting students with special education needs into the academic programs offered by the school. After a student has been admitted to CIC, it is the school's responsibility to provide support to the student within the limits set by the resources at the school's disposal.

admissions policy and the IB MYP/DP

- All students in Grades 6 to 10 are IB MYP students.
- Students entering Grade 11 may attempt the IB DP program if they wish to do so.
- Students taking IB DP exams may receive special consideration in the case of a documented learning need. The IB DP Coordinator is the person responsible to liaise with the IBO on this matter.

recognition and referral

Learning needs can arise at any time as a result of new curriculum demands, changed rates of learning, absence from school, settling into a new educational environment or a specific learning or language difficulty is discovered. There may be a need to challenge students and stimulate a higher level of achievement, in a particular area, or across subject areas. The LR Team will identify learning difficulties and special needs of individual pupils (including the highly able) by the following methods:

- Liaison with parents
- Liaison with teachers via a standard formal written referral form
- Reviewing previous education history
- Observation in the classroom by LR teacher and/or class teachers
- In-house screening and diagnostic tests when appropriate
- Referral requests to parents for formal assessments by educational psychologists to identify special education needs, if necessary after observations, utilizing (where and when appropriate) expert advice from an educational psychologist or other outside agency.

agreement of the individual learning program (ILP)

As soon as evidence has been collected, the LR teacher will call and chair a Student Concern Meeting (SCM). Attendance at the SCM may include:

- Classroom teacher(s)
- Counselor or psychologist
- Coordinator
- Key secondary subject teachers (e.g. English/Mathematics)
- ESOL teacher
- Superintendent of CIC
- Parents
- In some cases, the student (especially older students) may be invited.

During the case conference, the LR teacher will draw and review a draft copy of an ILP. The ILP will specify the student's learning objectives, the way they will be achieved, the staff that will be responsible and the time scale for evaluation and review. The group is able to adjust the ILP during the meeting so all feel that the student's needs are being addressed and supported. The LP teacher retains oversight of the plan and may (but not necessarily) be directly involved in the teaching of the student. Plans will be reviewed at least yearly for updates and revision.

the ILP may involve:

- In-class support
- Withdrawal –pull-out from particular subjects to work with the LR teacher, ESOL teacher or other designated teacher.
- Particular learning strategies of support offered by the class or subject teacher.
- In-house and external exam dispensations for students.
- In-house assignment modifications made for students
- Additional support offered at home by the parents or by privately hired tutors.
- Professional support from a specialist outside the school.

The ILP will then be authorized by the LR teacher as a final copy. Classroom teachers and coordinators will have a copy of the ILP, as will the parents of the student. A copy of the ILP will be placed in the LR office. The student's school file in the main office will have a note recording the presence of an ILP in the LR office file.

As the ILP is put into practice, the LR teacher is responsible for ensuring that progress is being made through data and documentation. The parent should be encouraged to keep in touch with the LR teacher or other named teacher and secondary students will be encouraged to use advisory periods and other opportunities to seek support and reassurance. The LR teacher should not hesitate to convene another SCM if progress does not seem to be apparent.

how we support student learning at CIC in addition to traditional measures

1. .Counseling Department

The Counseling Department is dedicated to improving students' academic and social-emotional well-being. The elementary and secondary side of CIC share a counselor for these objectives.

Elementary Counselor Roles

- Support the Fountas and Pinnell reading assessments (managed by the Reading Specialist) three times per year with all elementary students to monitor progress of skills, and provide recommendations for improvement if necessary. (In case there is no Learning Support Teacher).
- Provides reading tutoring. (In case there is no Learning Support Teacher).
- Counselor meets weekly with classrooms for support with social skill instruction and private support. The groups use a prescribed curriculum. The counselor also teaches the students calming and other strategies.
- Leads Child Study meetings for students with behavioral concerns.
- Provides academic testing and support upon request.
- Meets individually with students as needed (long-term and short-term) for mental health support, behavior skills training, and conflict resolution with open "drop-in" visit time.

Secondary Counselor Roles

- Provides social-emotional support to students on an individual basis.
- Assists students with conflict resolution.
- Provides counseling in college and career readiness.

- Facilitates a weekly student concern meeting. Assists in creating a plan for the student, and monitors the implementation and data collection of the plan.
- Facilitates the agenda for twice-a-week advisory class. Topics include: digital citizenship, registering for SAT, improving time management skills, and career assessments and evaluation.

2. Learning Resource Specialist (when approved in budget)

The Learning Resource Specialist is an experienced special education teacher. This role provides flexibility to meet whatever need is identified at CIC, in the classroom and school-wide; in behavioral or academic needs.

- Attends the Child Study meetings in the elementary school. Attends the student concern meetings on the secondary side as needed.
 - Draws and authorizes the final draft of the ILP for every student in the program.
 - Provides Response to Intervention (RTI) strategies for academic or behavioral concerns. Sets up data collection to monitor progress.
 - Facilitates the PBIS PLC (Positive Behavior Interventions and Supports – Professional Learning Community) to monitor school climate.
 - Provides reading intervention and supports.
 - Provides a safe space for students that need to calm down or need a quiet place to learn.
 - Provides small group and individual social skills training.

3. Occupational Therapy

Occupational therapy addresses the physical, cognitive, psychosocial and sensory components of performance. At CIC, the occupational therapist focuses on academics, play and leisure, social participation, self-care skills, and transition/ work skills.

- Attends the Child Study meetings in the elementary school.
- Provides Response to Intervention (RTI) strategies for academic or behavioral concerns. Sets up data collection to monitor progress.
- Provides weekly group interventions with students from Nursery to 2nd grade.