

# GSIS Inclusion/Special Educational Needs Policy

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# Table of Contents

<b>Part I: Introduction</b>	<b>pg. 2</b>
<i>Our Mission</i>	
<i>Who We Serve</i>	
<i>Guiding Principles</i>	
<b>Part II: Leadership</b>	<b>pg. 3</b>
<i>Role of the Special Needs Coordinator</i>	
<i>Student Resource Team (SRT)</i>	
<b>Part III: Identifying Needs</b>	<b>pg. 4</b>
<i>Application Procedure for New Students</i>	
<i>Referral Process For Current Students</i>	
<b>Part IV: The Educational Plan</b>	<b>pg. 6</b>
<i>Developing the Plan</i>	
<i>SEP/IEPs and Reporting on Special Education Students</i>	
<b>Part V: Special Needs Services</b>	<b>pg. 7</b>
<i>Interventions, Accommodations, and Strategies</i>	
<i>Academic Lab / Study Skills Class / Learning Support</i>	
<i>Individualized Credit Recovery Classes</i>	
<i>Considerations for the MYP</i>	
<i>Considerations for the DP</i>	
<i>Monitoring &amp; Reporting</i>	
<i>Student Records</i>	
<i>College Applications</i>	

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## **Part I: Introduction**

### **Mission**

GSIS recognizes that each student is a person made in the image of God. For this reason, the goal of GSIS is to help provide an environment where each student's unique gifts of intellect, personality, stature and spirit are given the best opportunities for development to maturity.

GSIS is committed to providing quality instruction for all students with special educational needs (SEN) admitted to its program, affording them the opportunity to reach their highest potential of academic achievement and spiritual growth while acquiring the knowledge, skills and values needed to become responsible, engaged members of their community and ultimately society.

### **Who We Serve**

GSIS endeavors to serve students with the following needs.

Conditions may include, but are not limited to, the following:

- Specific learning difficulties
- Language and communication disorders
- Behavioral challenges
- Physical, visual and aural impairments or disabilities
- Medical conditions
- Emotional/mental health issues

GSIS typically serves students with mild disabilities due to limited resources and personnel. Therefore, admittance is on an individual basis, influenced by whether the school has the necessary resources available to help a student reach his/her potential.

In this context a learning difficulty is considered to exist when a child has significantly greater difficulty in learning than the majority of children the same age. In order for a student to receive support, the identified condition should be of a nature that it interferes with that student's learning progress, or impairs the successful functioning of the student in the school environment.

### **Guiding Principles**

At Gyeonggi Suwon International School, the Special Education decision making will be guided by these principles:

## **Collaboration**

- A collaborative partnership between teachers, family, students, and support services is essential to the success of all students.
- All parties involved will work together to support students in reaching their fullest potential in a secure and encouraging environment.
- All parties involved will work together to develop in students a sense of responsibility for their own learning and behavior.
- The Student Resource Team (SRT) will determine placement annually, based upon regular review of the student's SEP/IEP.

## **Inclusion**

- GSIS is committed to an inclusive model of education. Occasionally, student needs require support services outside of the mainstream classroom. All student needs will be addressed on an individual basis.

## **Opportunity**

- Students with needs will be provided the opportunity to receive resources and services to meet their individual needs.
- Students with needs will be provided opportunities to participate in co-curricular activities as appropriate or possible.

# **Part II: Leadership**

## **Role of the Special Needs Coordinator**

The Special Needs Coordinator (SNC) is involved in the intervention, monitoring, and education of students with a range of needs. The SNC plays a significant role in mediating the learning of these students, communicating about progress and advising their parents, and collaborating with classroom teachers in order to support these students' academic, emotional, social, and behavioral development. In addition, the SNC may contribute to the admissions process, providing the principal with feedback concerning the application.

## **Student Resource Team (SRT)**

The Student Resource Team is composed of the Special Needs Coordinator (convener), Principals (or their designees), Counselors, School Nurse, and the ESL Coordinator.

The SRT meets monthly to review SEN student progress and to collaborate on all matters pertaining to student support, including but not limited to outside testing

referrals.

The SRT may invite teachers to provide input or serve as student study members in specific instances.

## **Part III: Identifying Needs**

### **Application Procedure for New Students**

1. If a student has already been diagnosed with special education needs, a copy of his/her accommodations plan (including an IEP or any accompanying documents) must also be submitted during the application process. In addition, a copy of the diagnostic report from an licensed professional verified by GSIS must be submitted in English with the child's application. These reports must be current within 3 years.
2. If during the regular application process there are questions or concerns raised about the possibility of academic learning difficulties, the admissions team may require that an educational/psychological evaluation be obtained to determine if there are undiagnosed needs to be addressed.
3. Parents must give permission to the health professional to share the full findings of any such required evaluation. If after an evaluation by the appropriate professional (medical doctor, a psychiatrist, or psychologist) it has been determined that the student requires on-going treatment, GSIS requires that parents grant permission for a designated school representative to communicate with that professional about the student's progress. It is intended that this requirement will create a partnership among the school, the family, and the licensed professional, thereby providing understanding and consistency in the treatment of the student.
4. Parents must give permission to the health professional to share the full findings of any such required evaluation. If after an evaluation by the appropriate professional (medical doctor, a psychiatrist, or psychologist) it has been determined that the student requires on-going treatment, GSIS requires that parents grant permission for a designated school representative to communicate with that professional about the student's progress. It is intended that this requirement will create a partnership between the school, the family, and the licensed professional, thereby providing understanding and consistency in the treatment of the student.
5. The completed application file will be forwarded to the Special Needs Coordinator who, in conjunction with admissions team, will make a recommendation as to whether the time commitment required for appropriate instruction and the resources necessary to insure the highest degree of success

for the student are available at GSIS. It is imperative that new special needs students be served in a manner that helps them reach their potential while at the same time not diminishing the quality of instruction for those students already enrolled in GSIS.

6. During the process of making an admission recommendation, the Special Needs Coordinator may find it necessary to interview the family of the student being considered. This meeting may include a school counselor, the school nurse, the appropriate divisional principal and/or other special needs team members as deemed necessary.
7. After consideration and evaluation, a written report with recommendations from the Special Needs Coordinator will be distributed to the headmaster, divisional administrator, applicant's file, and a Special Needs "Pending" file.
8. The family and student agree to provide full disclosure of information and documentation requested by the school during the application process. Misrepresentation of withholding existing documentation or diagnoses known at the time of application may result in the student's admission being revoked.

### **Referral Process For Current Students**

If a consistent problem is observed, which significantly impacts a student's academic performance and/or social/emotional functioning GSIS faculty will follow this process:

1. Inform parents of the student's academic and/or behavioral struggles via e-mail, phone call, or face to face conference.
2. Consult with colleagues (principals/assistant principals, counselors, other current teachers, former teachers, nurse, special ed. teachers, ESL teachers, etc.) for input.
3. Teachers concerned will complete a "Student Referral Form."
4. Upon receipt of the Student Referral Form, the Special Needs Coordinator will review the cumulative file and consult with other colleagues as necessary.
5. The teacher(s) and SNC, in consultation with the division principal, will meet to discuss classroom intervention strategies to address the reported concerns.
6. Those involved will create an intervention plan to be implemented in the classroom. This plan will be recorded at the bottom of the Student Referral Form. A date will be set for follow-up.
7. Teacher(s) will document data according to the implementation plan.
8. At the end of the data-collection period, the SNC will report to the SRT.
9. The SRT may:
  - a. Recommend further intervention
  - b. Recommend a student study including parent and student interviews and research

- c. Recommend the development of an SEP
- d. Recommend a referral to an outside professional and develop an IEP

## **Part IV: The Educational Plan**

### **Developing the Plan**

The Special Needs Coordinator, in collaboration with the Student Resource Team, classroom teachers, parents, and student, will develop a Student Education Plan (SEP) or Individualized Education Plan (IEP) to meet the needs of the student. An IEP will include information/input from the evaluator or school psychologist and counselor designated to student grade level.

A Student Education Plan (SEP) is a flexible document developed by the GSIS SRT to address identified student needs. An SEP may terminate if the SRT determines that special needs services are no longer required or that evaluations by medical and/or psychological professionals are needed to determine appropriate strategies to develop an IEP. In this case special services may only continue with the implementation of an IEP.

An Individualized Education Plan (IEP) is a document that is developed, reviewed, and revised in accordance with US Federal regulations. For students requiring individualized courses, course outcome modifications, accommodations on IB Diploma Program exams, SAT exams, or ongoing educational support at the university level, IEPs will be developed that incorporate evaluations by medical and/or psychological professionals.

Educational plans will be created under the following considerations:

SEP/IEPs will

- outline timely, measurable student goals and objectives.
- outline appropriate accommodations and modifications to be made to the curriculum or the learning environment.
- take into consideration student strengths and interests.
- be monitored for progress on a regular basis.
- be presented to parents for consent.
- be communicated in confidentiality to pertinent teaching faculty.

### **SEP/IEPs and Reporting on Special Education**

Students Students receiving special education services will have a Student Education Plan (SEP) or Individualized Education Plans (IEP), GSIS's format for documenting accommodations, modifications, and/or student goals and objectives, as needed.

Guidelines:

1. SEP/IEP goals and objectives should be achievable and challenging. This may necessitate adjustments in curricular content, instructional strategies, pacing, materials, and/or assessment criteria.
2. The SEP/IEP will be adjusted if the student fails to meet the goals and objectives. The student's teachers and the Special Needs Coordinator will review the SEP/IEP to determine the appropriateness of its goals and objectives and the effectiveness of the accommodations or modifications.
3. Adaptive grades may be issued as outlined in the SEP/IEP. Adaptive grades will be reflected on the student's official transcript.

## **Part V: Special Needs Services**

### **Interventions, Accommodations, and Strategies**

The SNC may consult with teachers to develop classroom interventions, accommodations, and strategies for students of concern or SEP/IEP students. Interventions, accommodations, and strategies do not alter course outcomes or rigor.

### **Academic Lab / Study Skills Class / Learning Support**

SEP/IEP students and students of concern identified by SRT may receive ongoing support through administrative placement in the Academic Lab/Study Skills Class. Students in this class may receive help with organization, study skills, and homework completion. No outside professional evaluation documentation is required for this service.

### **Individualized Credit Recovery Classes**

The creation of individualized or small group courses for credit recovery or to meet specific IEP stipulations require: 1. Documentation of an outside professional evaluation in order to design classes that best meet the special needs of the student, 2. Recommendation by the SRT, and 3. Approval of the Head of School. The SNC (or other appropriate faculty in consultation with the SNC) may design and teach individualized or small group classes as resources allow.

### **Modification of Course Outcomes and/or Rigor**

In some cases it may be appropriate to modify the outcomes of a mainstream course or its rigor to meet the specific requirements of an SEP/IEP. The SNC in consultation with the SRT, parents and the classroom teacher will identify specific modifications based upon documentation of outside evaluation. If the outcome or rigor of a class has been modified, adaptive grades will be reflected on the student's official transcript.



## **Considerations for the MYP**

*(Freely adapted from IB Asia Pacific Special Educational Needs; Shanghai, China, September 2011, Ericson J Perez).*

"The MYP is designed as an inclusive programme, catering for all students in the 11-16 age range. The central place of the areas of interaction and in particular the approaches to learning, helps teachers and students respond in a flexible way to varied learning needs, including individual needs related to language acquisition for second-language students, or special educational needs of all kinds."

It is important to support students through the MYP. This may involve differentiating the curriculum, using particular teaching strategies such as scaffolding to enable students to access the content, as well as assistive technology. Specific arrangements for SEP/IEP students may include:

- extra time to complete tasks
- using a computer with spellcheck
- using a scribe to record points of view
- employing a reader to access dense text

These strategies may all lead to "special arrangements" in the DP. If a special needs issue may prevent a student from completing some aspect of a subject or fulfilling all the requirements of the course at the end of year 5 of the program, formal application for exemption or special arrangements should be made and forwarded to the IB Cardiff prior to the end of MYP year 3.

## **Considerations for the DP**

Accommodations can be made for DP students. There are clearly- outlined regulations, including the need for documentation, available in the IB published document, Candidates with assessment access requirements. The following are DP policies and procedures:

- a. Process of referring students with assessment access requirements
  - i. For students previously identified in MYP
    1. The School Resource Team (SRT) continues support for the student via the IEP/SEP. The DP Coordinator communicates with the IB to apply for DP accommodations.
  - ii. Referrals for current students
    1. Teachers follow the "Referral Process for Current Students" outlined in the policy. Teacher(s) and the Special Needs Coordinator, in consultation with the division principal, meet to discuss classroom intervention strategies to address reported concerns. When necessary, the Secondary

Principal reports to the DP Coordinator if there are potential access needs.

- iii. For new students at GSIS
  - 1. New students accepted by GSIS are automatically referred to SRT or ELL after acceptance if admissions documents indicate the need to do so. See “GSIS Admissions Policy”
- b. IB DP available accommodations
  - i. Access to modified papers
    - 1. examination papers in Braille
    - 2. changes to the print on examination papers
    - 3. printing on coloured paper
    - 4. modifications to the visual complexity
    - 5. modifications to the language of examination papers
  - ii. Access to additional time
    - 1. additional time (10%)
    - 2. additional time (25%)
    - 3. additional time (50%)
    - 4. additional time (25%, mathematics)
    - 5. additional time (25%, orals)
  - iii. Access to writing
    - 1. computers
    - 2. word processor
    - 3. word processor with spell checker
    - 4. speech recognition software
    - 5. scribes
    - 6. transcriptions
  - iv. Access to reading
    - 1. reader
    - 2. reading software
  - v. Access to speech and communications
    - 1. communicators
    - 2. augmentative communication device
    - 3. calculators
    - 4. practical assistance
    - 5. alternative venues
  - vi. Access to extensions and exemptions
    - 1. extensions to deadlines
    - 2. exemptions from assessment
- c. GSIS available accommodations
  - i. In addition to the aforementioned accommodations, GSIS can provide:
    - 1. further language support and development for identified English Language Learners (ELL) by:
      - a. supervised support by ELL teachers
      - b. ELL teacher assistance during DP courses

c. modification of assessment tasks and rubrics

### **Monitoring & Reporting**

The Special Needs Coordinator will monitor the student's progress every quarter. Teachers will provide feedback on the effectiveness the accommodations and modifications used in their classrooms. If accommodations and modifications are not effective for a student, an SRT meeting will be convened to evaluate the student's program and make changes as necessary.

At the end of the school year, the Special Needs Coordinator, the parents, and other appropriate school professionals will meet for the annual review of the student's SEP/IEP. At this meeting the student's overall progress will be evaluated, appropriate revisions will be made to the SEP/IEP, and course placement for the subsequent school year will be determined.

### **Student Records**

The history of each student should be well documented. It should include the following:

- Profile sheet including past experiences and family situation
- A summary document of past assessments (including psychological evaluations, current within 3 years; academic assessments; medical evaluations; etc.)
- Samples of student work (pertinent sample assessments from core academic courses, other relevant samples)
- A note if other relevant information is held elsewhere
- Minutes of meetings with family, student, staff and other professionals
- Interventions and strategies employed (including IEP/SEP)

### **College Applications**

Students with IEPs may be eligible to receive services at colleges and universities. When appropriate, the SNC will assist in the research and application of colleges in consultation with the college counselor.