



Learning Support Department Handbook

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Rosslyn Academy
Nairobi, Kenya

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Learning Support POLICY & PROCEDURE

The Learning Support Department is made up of the programs and personnel which deal with **learning difficulties/disabilities/disorders, ADHD, and English Language Learners (ELL)**. The Learning Support Team consists of all Learning Support specialists, ELL teachers, the Learning Support Coordinator, and School Counselors as appropriate. Some services may be provided to students with other identified needs in conjunction with the appropriate professionals, such as emotional disabilities, communication disorders, etc. At Rosslyn Academy these are mainly pull-out programs; as such they are usually limited to a maximum of one period/day and they only service students with minimal to moderate learning needs. There may be some students, particularly in the elementary grades, who receive a modified curriculum for a core class, and may be pulled out more than once a day. Some inclusion or “push-in” services may be provided at personnel’s discretion and schedule. Intervention services for a struggling student may be administered before a diagnosis is made utilizing the RTI (Response to Intervention) process and at the discretion of the Learning Support personnel.

In coordinating the student services impacted by the Learning Support programs, an advisory body called the **Student Life Department** will meet as determined by the department, in order to enable mutual support to best assist “at risk” students through sharing information and giving advice. It functions to insure that a holistic view of each student is considered and to coordinate services and efforts. Members include all Learning Support Department as necessary per school, Guidance Counselors, School Counselors, and Chaplain/s as needed. The School Principals and Superintendent are ex-officio and encouraged to attend. These most likely will be school-specific, but may include school-wide meetings at times. This includes D/F meetings.

I. PROGRAM PHILOSOPHY:

The Learning Support Department at Rosslyn Academy consists of personnel who work with students who have been identified as having specialized academic needs. Currently this refers to students identified as having Specific Learning Disabilities/Disorders (SLD), Attention Deficit/Hyperactivity Disorder (ADHD), and English Language Learners (ELL). Students who meet the criteria for an Emotional Disability or Communication Disorder are provided with limited accommodations within the classroom setting. Communication Disorders may be partially addressed within the Learning Support context, but these students will also most likely be referred out to a speech-language pathologist.

Rosslyn Academy follows the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* for current terminology, definitions, and diagnoses. Due to the ever-evolving nature of research and learning needs, please see current publications and legislation. Rosslyn also endeavours to follow the federal laws of the United States (i.e. Public Law 94-142, IDEA, etc.) as guidelines in determining eligibility and appropriateness of educational services.

The program advocates early identification and intervention with goals (a) to improve/remediate the issue and/or the provision of life-long skills for dealing with the disability, and (b) exiting those students from the program as early as possible as they become capable of being academically

successful in the regular classroom, taking into consideration individual needs. We strive to help students reach consultation or independent status by the time they reach high school. It is not our goal to be primarily tutorial in order to help a student make it through academic studies, though there may be necessary aspects of tutoring within the remediation – particularly with high school students. The program design is primarily full-inclusion within regular education classrooms with Learning Support services offered in a Learning Support classroom.

The Learning Support Department provides the option of Individualized Education Plans (IEP) and 504 Accommodation Plans for students who have been identified with learning disabilities/disorders, ADHD, Emotional Disability, or Communication Disorders. This is contingent on room in the program, appropriateness and need as determined by school administration, teachers, and Learning Support Team, and parent permission. The presence of a documented disability/disorder does not ensure automatic qualification for the program.

Based on the information provided by referral and evaluation process, along with input from student, teachers, and parents, an IEP or 504 accommodation plan may be developed. When a student needs one-on-one or small group direct intervention, this is generally referred to as direct services or instruction, and an IEP will be developed for the student. If a student has a documented disability, but only requires accommodations and not direct services, a 504 accommodation plan may be developed. Students with 504 plans typically have a documented diagnosis that necessitates accommodations. However, Learning Support specialists, in conjunction with administration, may make an exception to provide a 504 plan to students without a documented diagnosis. This is usually due to special circumstances that prevent the student from receiving a formal evaluation.

The learning support personnel consult with administrative representatives and guidance counselors to discuss on-going student needs and to coordinate efforts and services.

Rosslyn strives to maintain adequate assessment materials. For a current list, contact the Learning Support Head or the School Psychologist.

II. ADMITTANCE TO ROSSLYN

A. Admissions Policies for Prospective Students: (from Ch. 2 (3B) Student Policies)

- a. Owner and Mission-Sponsored students
 - i. Learning Disabilities: A student with records which indicate a learning disability may be referred for testing prior to admission. Students eligible for learning support services at Rosslyn Academy will only be admitted so long as services are available. Services for mild to moderate learning disabilities will be provided up to a frequency of 7% among Rosslyn Academy's enrolled student population; not to exceed 10% for any given grade level. Rosslyn Academy will not enroll students with moderate-severe learning disabilities or students with mental disabilities. Rosslyn Academy will only make exceptions for admitting sponsoring agency children over and beyond the stated frequency with the understanding these admittances will need to be wait-listed for services.
- b. Privately Sponsored Students-
 - i. Students with records indicative of a learning disability may be referred for testing prior to admission. Private sponsored applicants eligible for Learning Support services will not be enrolled.
- c. Students applying for 11th and 12th grade that require ELL services will generally not be admitted.

B. Special Needs Restrictions

1. K-2: admit up to only 10% of a grade level as ELL/Learning Support.

2. 3-5: admit up to only 10% of a grade level for ELL/Learning Support.
3. 6-8: admit up to only 10% of the total of these grades for those needing ELL and/or Learning Support. Those receiving LD/ADHD Learning Support services should be capped at a maximum of 10% in the Middle School.
4. 9-12: admit those needing ELL/Learning Support up to only 10% of a grade level with the LD/ADHD capped at a maximum of 10% per grade level.

C. Wait-list for Services:

If a student (mission) requires resource services, and those services are full, the student will be wait-listed for admission until there are services available.

II. Learning Support- LD/ADHD services

1. Elementary:

- a. In the event that the Elementary LD/ADHD program is full students will be wait-listed, and then served in the following manner:
 - i. K-4 students will be served according to priority listing (owner agency, mission, private sponsor) and then by date of eligibility or date of admission.
 - ii. Grade 5 students will be waitlisted for the services of the MS resource teacher if the Elementary Resource program is full. The same priority listings apply.

2. Middle School:

- a. In the event that the MS LD/ADHD program is full, students will be wait-listed and served in the following manner:
 - i. Grade 6-7 will be served according to priority listing (owner agency, mission, private sponsor) and then by date of eligibility and/or date of admission.
 - ii. Grade 8 students will be wait-listed for the services of the HS resource teacher, if the MS resource program is full. The same priority listing applies.

3. High School:

- a. In the event that the HS LD/ADHD program is full, students will be wait-listed according to the priority listing (owner agency, mission, and private sponsor) and by date of eligibility and/or date of admission.
- b. Students who withdraw from the program at any point, must then re-apply to the program in accordance with the above guidelines.

D. Admittance to ALL Learning Support programs is limited to the following:

- a. Meeting established criteria for a particular program.
- b. Availability of staff and availability of space in the Learning Support program
- c. Prognosis for success in the Program: Due to limitations on resources and personnel there are occasions when a student's needs cannot be met at Rosslyn Academy. In such cases, Rosslyn staff will work with the family in recommending another educational setting that will provide for the student's needs.

III. PROCEDURES

A. Referral and Eligibility Outline

1. Written referral by a faculty member, parent or student to the school Learning Support Program. The referral may be given verbally, but will be documented. Parent is notified of referral.
2. Hearing and vision screening.
3. Notification and parental permission to conduct any assessments outside the normal classroom procedures completed by Learning Support. Documentation is kept of permissions and communication.
4. Screening by the Learning Support Department, including observations, school-based or

- standardized assessments, questionnaires, etc.
5. Develop intervention plan if needed, or refer directly for an outside referral.
 - a. Intervention plan is reviewed at pre-determined intervals.
 - b. An outside referral may be made directly- typically for psychological, psychiatric, speech-language, or occupational therapy assessment and services.
 6. Intervention may be provided during the waiting period between referral and assessment results, if the issue needing remediation is apparent and the school is capable of providing the interventions.
 7. Eligibility for Learning Support services is determined. If appropriate, an IEP or 504 plan is developed.
 8. The student begins receiving services or is put on a waiting list if space is unavailable.
 9. Follow-up:
 - a. Annual review of IEP/504 with parent, teachers, and student if appropriate.
 - b. Progress reports are given to parents at regular intervals (typically in conjunction with report cards), and communication takes place with teachers as needed
 - c. LD Testing should be updated every 3 years or as determined by testing specialist.
- For students with ADHD, ongoing evaluation should occur annually by doctor for monitoring of medicine and progress. In some cases where a student is not on medication, follow up may be less frequent. Will need to be updated within a year when applying for College Board and ACT accommodations.
10. Documentation of process is recorded using the school's central information system- currently PowerSchool.

B. General Eligibility Policies and Procedures

The Learning Support Department shall review all evaluation materials and shall decide whether a student is eligible for a special needs program, according to the written guidelines for that program (listed below under each Program). If eligible and appropriate, an IEP or 504 accommodation plan will be developed and a meeting will be conducted by a Learning Support Specialist and will include parents, all teachers (if possible) and the administrator. Students may be asked to attend if appropriate. The School Counselor and/or Guidance Counselor may also attend.

**The school shall make two attempts to schedule the eligibility meeting with the parents. If the parents cannot or will not attend, Rosslyn Academy reserves the right to hold the meeting in the absence of the parent(s). Parents have the right to refuse Learning Support services.

C. Considerations

Every effort will be made not to remove students from classroom subjects resulting in a need for them to make up missed class work. The students will be scheduled for 1-5 sessions (or periods) per week on a regular schedule. These are generally 35-45 minutes in Elementary, and 50 min to 1.5 hours in MS and HS. Students with identified learning disabilities will be given priority for services. Services are contingent on Learning Support availability (room in specialists' schedules) and appropriateness of services as determined by the Learning Support Team.

The student's severity of needs, evident cooperation and effort, and previous involvement in the program will be reviewed as criteria for entrance and/or continuation in any program. Parental approval and cooperation are also critical for successful results; therefore Rosslyn Academy will attempt to involve parents in all processes relating to learning support programs.

D. Records

Confidential files are kept for students receiving Learning Support services; these are kept in the Learning Support Specialists' offices and not in the student's permanent cumulative file. In Elementary, IEP/504 copies are given to the student's core teacher, who may let other relevant

teachers view the IEP on request. For all LS students, student information is available on Powerschool. MS and HS teachers can access accommodation information through Powerschool. RTI referral documentation will be kept by Learning Support personnel, but copies will be put in the students' cum files at the end of the year to indicate referral to RTI.

Actions taken, accommodations given, etc. will be documented via Powerschool.

E. Dismissal from Services

Dismissal from services may be requested or recommended by the student, parent or Learning Support personnel. Any decision should be made in the best interest of the student. There should be evidence of successful and independent completion of coursework without the need for accommodations (a student can also be moved from an IEP to a 504 if appropriate or vice versa). Standardized assessments or other forms of evaluation may be used to demonstrate successful completion of goals and objective, and acquisition of necessary academic and cognitive skills. If there is disagreement between involved parties about the dismissal recommendation, a standardized assessment should be given to obtain more objective data.

F. Declining Services/Grievances

1. In the event there is disagreement between the school and parent in regards to services provided:
 - i. Parents are welcome to use the grievance process in accordance with school policies.
 - ii. Parents always have the right to deny any services for their children. If, however, the school does not believe the child can be successful without these services or supports, the school reserves the right to recommend a more appropriate educational placement and discontinue enrollment of the child.
 - iii. If the parents request either new services or a continuation of services, Rosslyn Academy reserves the right to deny based on:
 1. No availability in the program
 2. Appropriateness of services- If Rosslyn does not believe the requested services would be necessary or appropriate based on all the available evidence, services may be denied. Rosslyn operates under the U.S legislation of "least restrictive environment" for all students with disabilities/disorders. While some services may be "helpful" for a student, it may not be the least restrictive environment, and thereby not necessarily in the best interest of the student.

IV. PROGRAM FOR SPECIFIC LEARNING DISABILITIES/DISORDERS (SLD)

A. Program Overview:

The primary purpose of this program is to assist students identified as having a mild to moderate learning disability/disorders to improve their cognitive and academic skills, and to provide accommodations as needed in the classroom. In general terms, learning disabilities/disorders indicate a psychological/cognitive issue that manifests in the person's ability to listen, speak, read, write, spell, or complete mathematical calculations, and are not due to specified other factors. For eligibility, these disorders must negatively affect the student's ability to perform in the general classroom. Students are identified by a thorough evaluation process, typically involving an educational psychological evaluation by a trained psychologist. Some may be eligible to receive initial services from assessments completed at school, but typically educational psychological testing will be recommended at some point.

B. Eligibility:

Eligibility and services will be determined through consultation with the appropriate principal, the learning support specialist, classroom teacher(s), relevant outside professionals if needed, parent(s), and student (if age appropriate). This is a holistic procedure and includes standardized testing, observations from parents, teachers, and learning support specialist, feedback from the student, work samples, outside assessments, etc. To be eligible for services, a student typically has assessment scores and work in the classroom that is *“below average”* or *“below grade level”*. Assessment scores are an important part of the eligibility process as they tend to provide a more objective view of the student’s abilities. If educational psychological testing is conducted, there needs to be either a diagnosis provided by the examiner, evidence of a gap between ability and achievement, and/or certain deficits in cognitive skills that are impacting academic achievement. Please note that Rosslyn is not usually able to support students with intellectual disabilities.

C. Basic Program Objectives:

1. Students will receive any needed accommodations or modifications as determined appropriate by the Learning Support specialists, parents, teachers, administrators, and when appropriate, the student. These should be clearly listed and described in the Individual Educational Plan (IEP) or the 504 Individual Accommodation Plan. This may include instructional modifications, assessment modifications, and/or technology assistance. Accommodations may be limited due to Rosslyn’s resources and personnel.
2. Student will receive direct instruction and/or consultation services within the regular education program with remediation instruction in a resource room.
 - a. Elementary: Instruction to remediate specifically identified needs and support academic progress in classroom.
 - b. Middle School: Instruction to remediate identified needs and in conjunction with regular education content assistance.
 - c. High School: Regular education content assistance, and instruction to remediate identified needs if needed.
3. Students will become aware of their specific strengths and weaknesses, as well as methods for compensating in those areas.
4. Students will learn study techniques that match their learning style(s).
5. Students will learn how to be independently academically successful.
6. Learning Support teachers will keep faculty informed of the current Learning Support Program and how it functions.
7. Learning Support teacher will inform teachers each semester of the student(s) in the program and of the particular learning characteristics of these students.
8. Learning Support teacher will maintain contact with classroom teacher(s) of students with learning difficulties in order to receive an update on the student’s classroom progress.
9. An IEP or a 504 plan will be developed for each student in the program. This will include annual and short-term goals for the student with learning difficulties as well as suggested accommodations and/or modifications in their regular education classroom.

D. Evaluation of Student Progress:

Progress on IEP goals and student effort will be evaluated and a report attached to the regular report card in narrative form. For students with 504 accommodation plans or who are receiving interventions, no formal reporting will be conducted. However, there will be ongoing communication between teachers, parent, and learning support regarding the student. At the High School level, when the help takes the place of a regular class in their schedule, proportional credit and a grade may be indicated on the regular report card and any transcript.

V. PROGRAM FOR EMOTIONAL DISABILITIES (ED)

A. Program Overview:

The primary purpose of this program is to assist students identified as having an emotional disability. This identification is based on the United States IDEA 2004 definition of “emotional disability”.

The term “emotional disability” refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

This term does not apply to children who are socially maladjusted. Rosslyn Academy typically provides limited support for students diagnosed with an ED.

B. Eligibility Criteria:

1. Emotional difficulties of some kind are adversely affecting his/her educational performance.
2. Psychological testing including educational and social/emotional measures indicate that the child’s overall social emotional well-being is affecting his/her academic performance that is not otherwise accounted for by environmental factors (educational measures may or may not be required, depending on the situation).
3. Evaluation of the needs of the individual including a functional evaluation of the individual in their customary school environment and review of previous school records to determine frequency, intensity and duration of difficulties.
4. Eligibility and services will be determined through consultation including the appropriate principal, the resource specialist, classroom teacher(s), psychologist, parent(s), and student (if age appropriate).

C. Basic Program Objectives:

1. Student will receive any accommodations including supplementary aids and services needed by the student to assist the student in both special and general education. These should be clearly listed and described in the 504 Individual Accommodation Plan. This may include instructional modifications, assessment modifications, and/or technology assistance. Accommodations may be limited due to Rosslyn resources and personnel.
2. Student will receive direct instruction and/or consultation services within the regular education program. Due to the limitations of space and personnel in the program, students with an ED will receive the necessary accommodations within the classroom.
3. Rosslyn Learning Support teachers will inform teachers each semester of the student(s) in the program and of the particular learning characteristics of these students.
4. Rosslyn Learning Support teachers will maintain contact with classroom teacher(s) of students with learning difficulties in order to receive an update on the student’s classroom progress.

D. Evaluation of Student Progress

Most students with ED only will not be given an IEP, therefore progress on IEP goals and student effort will not be formally reporting (from the academic perspective). For students with 504 accommodation plans, no formal reporting will be conducted. However, there will be ongoing communication between teachers, parent, and learning support regarding the student. At the High School level, when the help takes the place of a regular class in their schedule, proportional credit and a grade may be indicated on the regular report card and any transcript.

VI. PROGRAM FOR COMMUNICATION DISORDERS

A. Program Overview:

The primary purpose of this program is to assist students identified as having a Communications Disorder. Disorders of communication include deficits in language, speech, and communication. The diagnostic category of communication disorders includes the following: language disorder, speech sound disorder, childhood-onset fluency disorder, social communication disorder and other specified and unspecified communication disorders.

This term does not apply to children who are experiencing difficulties due to hearing, sensory impairment, motor dysfunction, or another medical or neurological condition. Similarly, it does not include difficulties a child may be experiencing due to being an English Language Learner. Rosslyn Academy typically provides limited support for students diagnosed with a Communication Disorder, either in the form of accommodations via a 504, or possibly in the form of an IEP (as in the case of a language disorder).

B. Eligibility Criteria for Communication Disorders Program:

1. Communication difficulties of some kind are adversely affecting his/her educational performance.
2. Psychological testing including educational measures and/or assessments of speech, language and communication indicate that the child's overall communication skills are affecting his/her academic performance and they are not otherwise accounted for through an individual's cultural and language context.
3. Evaluation of the needs of the individual including a functional evaluation of the individual in their customary school environment and review of previous school records to determine frequency, intensity and duration of difficulties.
4. Eligibility and services will be determined through consultation including the appropriate principal, the learning support specialist, classroom teacher(s), psychologist, parent(s), and student (if age appropriate).

C. Basic Program Objectives:

1. Student will receive any accommodations including supplementary aids and services needed by the student to assist the student in both special and general education. These should be clearly listed and described in the 504 Individual Accommodation Plan. This may include instructional modifications, assessment modifications, and/or technology assistance. Accommodations may be limited due to Rosslyn resources and personnel.
2. Student will receive direct instruction and/or consultation services within the regular education program. Due to the limitations of space and personnel in the program, students with a Communication Disorder will receive the necessary accommodations within the classroom.
3. Rosslyn Learning Support teachers will inform teachers each semester of the student(s) in the program and of the particular learning characteristics of these students.

4. Rosslyn Learning Support teachers will maintain contact with classroom teacher(s) of students with learning difficulties in order to receive an update on the student's classroom progress.
5. Additionally, Rosslyn Learning Support teachers may work with the family to find the student the necessary support through the network of outside referral sources.

D. Evaluation of Student Progress

Progress on IEP goals and student effort will be evaluated and a report attached to the regular report card in narrative form. For students with 504 accommodation plans, no formal reporting will be conducted. However, there will be ongoing communication between teachers, parent, and learning support regarding the student. At the High School level, when the help takes the place of a regular class in their schedule, proportional credit and a grade may be indicated on the regular report card and any transcript.

VI. PROGRAM FOR ADHD (Attention Deficit/Hyperactivity Disorder)

A. Program Overview:

The primary purpose of the program for students with identified ADHD at Rosslyn Academy is to work cooperatively with the classroom teacher to provide assistance in behavior management/modification, instructional management strategies, and cognitive techniques. The student may receive services on a consultation and/or resource basis determined by recommendation of eligibility committee. Rosslyn Academy uses the definition of "attention-deficit/hyperactivity disorder" set forth in the DSM.

B. Eligibility Criteria for ADHD Services:

Eligibility for services will be based on an ADHD diagnosis by a trained medical professional. Rosslyn Academy will make referrals to a trained medical professional for diagnosis of ADHD. Parent and/or teacher referrals, as well as informal evaluation by the RA Resource Specialist, will be reviewed before the decision by the Resource Specialist and Principal to make an official referral. Evaluation will include a functional evaluation of the individual in their customary school environment, review of previous school records, and consultation with the parent. Consultation regarding eligibility for an IEP/504 and/or services will include a medical professional (if available), the appropriate principal, the learning support specialist, classroom teacher(s), parent(s), and student (if age appropriate).

C. Basic Program Objectives:

- 1) To provide student with instructional management strategies that will help the student set goals to complete and hand in assignments on time, with the goal of moving toward independence in these strategies.
- 2) To assist classroom teacher(s) and parents with establishing and implementing behavioral management/modification strategies.
- 3) To provide direct and/or consultation services for ADHD identified students.
- 4) Learning Support specialist will provide faculty in their related area with instruction and information regarding ADHD.
- 5) Learning Support specialists will inform teachers each semester of identified ADHD students and the applicable accommodations recommendations.
- 6) Learning Support specialist will maintain contact with teachers regarding their students who are receiving services for ADHD.
- 7) An IEP will be developed for students receiving direct learning support services for ADHD. A 504 Individual Accommodation Plan may be developed for those students with ADHD not receiving direct learning support assistance.

D. Evaluation of Student Progress

Progress on IEP goals and student effort will be evaluated and a report attached to the regular report card in narrative form. For students with 504 accommodation plans, no formal reporting will be conducted. However, there will be ongoing communication between teachers, parent, and learning support regarding the student. At the High School level, when the help takes the place of a regular class in their schedule, proportional credit and a grade may be indicated on the regular report card and any transcript.

VII. PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELL)

A. Program Overview

An English Language Learner (ELL) is someone who is learning the English language in addition to their own first language. The purpose of the Rosslyn Academy ELL program is to support ELL students as they acquire linguistic skills that will help them participate fully at school, both academically and socially. This program also supports teachers of ELL students as they differentiate teaching methods and assignments for ELL students.

B. Eligibility

Any student with limited English language proficiency may be eligible for participation in the ELL program when first admitted to Rosslyn Academy or after they have been admitted if they are referred for language support. To determine the English language proficiency of a potential ELL student, the ELL department will administer a WIDA (World Instructional Design Assessment) test which assesses speaking, listening, reading and writing. Depending on the results of this testing, in-person interviews, and input from parents/guardians and teachers, a student may then be eligible to participate in the ELL program.

WIDA language proficiency levels are as follows:

Level 1: Entering

Knows and uses minimal social language and minimal academic language with visual and graphic support.

Level 2: Beginning

Knows and uses some social English and general academic language with visual and graphic support.

Level 3: Developing

Knows and uses social English and some specific academic language with visual and graphic support.

Level 4: Expanding

Knows and uses social English and some technical academic language.

Level 5: Bridging

Knows and uses social English and academic language working with grade-level materials.

Level 6: Reaching

Knows and uses social and academic language at the highest level measured by this test.

Rosslyn Academy's recommended WIDA levels for participation in the ELL program are as follows:

Grades K-3: WIDA levels 1-4

Grades 4-5: WIDA levels 2-4
Grades 6-7: WIDA levels 2.5-4
Grade 8: WIDA levels 3-4
Grades 9-10: WIDA levels 3.5-4

C. Basic Program Objectives:

1. ELL teachers will assist ELL students and their families as they acclimate to the Rosslyn Academy school culture.
2. ELL students will progress towards acquiring grade-level academic and social English in speaking, listening, reading, and writing.
3. ELL students will develop intellectual virtues needed to become strong, autonomous language learners.
4. ELL teachers will offer direct instruction for ELL students through any of the following:
 - a. Elementary: in-class assistance, ELL pull-out
 - b. Middle School: in-class assistance, ELL pull-out, Language Arts for ELL
 - c. High School: ELL pull-out, Transitional English, guided study hall for ELL
5. ELL teachers will provide support for teachers of ELL students through advising on current best practices for teaching ELL students and through maintaining open, collaborative communication regarding ELL students.

D. Evaluation of Students

In Elementary School, ELL students will receive comments on their report card related to effort and progress. Typically, ELL students in Middle School and High School will receive a grade in all classes, including ELL. At the High School level, proportional credit is given for the semester for ELL coursework. Ongoing evaluation, including language proficiency testing, will determine when a student may be exited from direct instructional ELL support. Former ELL students will be monitored and supported as needed.

Any High School diploma student who receives ELL services must pass all regular classes without modifications their final academic year.

VIII. DOCUMENTS

Response to Intervention Process

Tier 1- *(All classrooms should use best practices to support students)*

1. Observe academic and/or other area of concern. Pinpoint 1-2 specific areas of concern based on information from analysis of work samples and any screeners/assessments. (If there are more than two areas of concern, prioritize and focus on no more than two for possible intervention.)
2. Reflect on current instruction, classroom management, and learning environment. Use Tier 1 Strategies and Resources available to you on Google Drive to help you.
3. Make changes as needed to implement best practices. Consult and/or observe colleagues and/or administration for support and advice.
4. Complete checklist before further action:
 - ___ 1. Check cumulative file
 - ___ 2. Spoke to last year's classroom teacher (if applicable)
 - ___ 3. Contact parents about concern.
 - ___ 4. Check with parents to see if a hearing/vision assessment was conducted in the past year. If not, refer out for one.

Tier 2- *(Interventions are specific strategies designed to develop a skill the student lacks)*

1. Consult colleagues, Learning Support, and professional resource materials for intervention ideas.
2. Begin RTI paperwork process- Complete the ***RTI Tier 2 Teacher Referral Form***.
3. Teacher and Learning Support will develop the ***Tier 2 Action Plan*** (with either approval or involvement of parent). Action Plan will be implemented.
4. Inform parents about interventions and progress as appropriate.
5. Meet as necessary to implement and review interventions.
6. If no significant progress is demonstrated with Tier 2 interventions, notify Learning Support. Interventions may be increased or a referral to Tier 3 may occur.

Tier 3- *(personalized, intensive interventions necessary for those who continue to struggle despite Tier 2 interventions)*

1. Parents, Teacher and Learning Support will develop and implement the ***Tier 3 Action Plan***- involving either increased intensity and/or frequency of interventions and/or referral for an Educational Psychological Evaluation or other outside evaluation.

Parent Information Form
Rosslyn Academy Learning Support Services

Name of Student: _____ Date: _____

Grade: _____ Date of Birth: _____

Language spoken in the home: _____

1. What do you perceive as your child's strengths?

2. What concern do you have about your child's progress and/or development?

3. Are there any relatives with learning disabilities? _____ yes _____ no

His/her relationship to the child: _____

Type of problem, if known: _____

4. Has your child ever been assessed for academic difficulties? _____ When? _____

Where? _____ Results: _____

5. Was this child born of a normal pregnancy? _____

Any complications-describe _____

6. Please **check** the appropriate columns.

An Area of Difficulty Average Accomplishment Above average

Reading

Writing (composition)

Math

Spelling

Handwriting

Gross Motor Skills

Fine Motor Skills

Social Skills

Motivation

7. Please **check** the appropriate columns: **Is this an area of Difficulty?**

Attention / Focusing _____ Not at all _____ Sometimes _____ Often

Temper tantrums _____Not at all _____Sometimes _____Often

Cries easily _____Not at all _____Sometimes _____Often

8. Of the above list, please identify those characteristics in which you have noticed some change in the last 3 months and whether the change was positive or negative?

9. How many schools has your child attended? _____

Please list the country location and language of instruction for each.

- a.
- b.
- c.
- d.

10. Please comment on any circumstances that may be useful in understanding your child's difficulties (birth trauma, cultural adjustment issues, adoption, family trauma, etc.)

11. Please comment on your child's present health and any past illnesses that may be currently affecting your child's learning.

Rosslyn Academy Response to Intervention

Parent Referral Form

Student: ----- _____

Teacher:

Parent: _____

Contact-Phone/Email: _____

I am requesting that my child be referred to the Rosslyn Academy RTI Learning Support team for review. **This review is requested because:** (please include concerns, behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and in conjunction with the classroom teacher):

1) Has the classroom teacher indicated concerns about your child's academic performance? If so, what are they?

2) What do you think will help your child succeed?

3) Has your child had previous evaluations or diagnosis pertaining to their learning? If yes, please provide a copy of the report to the school.

Parent Signature: _____

Date Received by School:

Release of Information

Student:

Date of Birth:

I/We do hereby authorize Rosslyn Academy

to release information to

to obtain information from

Name:

Contact:

For the purpose of: (check all that apply)

Assessment and Treatment Planning
Making Recommendations/Referral

Coordination of Care
Other

The specific information to be released is:

Records from cumulative file- (includes report cards)
IEP/504
school
Other

Educational-Psychological Testing
Any formal or informal testing completed by
Teacher Observations

Terms of the Authorization

I/we understand that the decision to sign this form and authorize the disclosure of school-related information is voluntary. The refusal to consent to the release of this information will result in:

Delay of Services

Lack of continuity of care

Lack of treatment coordination

Other

This authorization shall remain in effect until . I/we also understand that the authorization can be revoked, except to the extent that action has been taken in reliance thereon, at any time by dated written communication with Rosslyn Academy. I/we understand that the information obtained may not be re-released by the school unless I authorize re-disclosure.

I accept these terms and authorize the above use and disclosure:

Signature of Student (Required for student over 16)

Date

Signature of Parent (Required for student under 18)

Date

Rosslyn Academy
Learning Support Services
ES Tier 2 Teacher Referral

Tier 2 Teacher Referral Form

Student Name: _____ Date: _____
Classroom Teacher: _____ Grade: _____
Submitted by: _____

- Checklist (check when completed):
- ___ 1. Checked cumulative file
 - ___ 2. Spoke to last year’s classroom teacher (if applicable)
 - ___ 3. Parents are aware of the concern and **have been notified of referral to Learning Support.**
 - ___ 4. Check with parents to see if a hearing/vision assessment was conducted in the past year. If not, refer out for one.
 - ___ 5. Referred to the RTI Process Info sheet and completed all Tier 1 steps.
 - ___ 6. Complete General Skills Survey (Form 1c)
 - ___ 7. Submit this form to the ES Learning Support Lead.

Parent Contact Summary (Having to do with the concern- include dates, method of contact, results. To be completed by classroom teacher):

Briefly explain the concern.

General Skills Survey

General Academic	Below	Adequate	Above
Consistent performance on tasks			
Preparation for tests			
Retention of concepts taught			
Motivation to learn / do well			
Homework completion			
Quality of work			
Meets deadlines			
Grasps concepts			
Application of knowledge/skills			
Uses HW planner			
Organizes/brings materials			
Attention to details			
On time to class			
Asks for help when needed			
Begins tasks independently			
Completes tasks in time allotted			
Focus in class			
Follows directions			
Remembers what is said			
Other : _____			
Reading	Below	Adequate	Above
Reads fluently			
At grade level in reading			
Comprehension of what is read			
Able to make inferences			
Vocabulary			
Enjoys reading			
Other : _____			
Writing	Below	Adequate	Above
Enjoys writing			
Can copy / take notes			
Writing is legible			
Spelling			
Writing mechanics			
Organization of writing			
Detail of writing			
Able to express ideas in writing			
Proofreading / Editing			
Other : _____			
Communication	Below	Adequate	Above
Speech is clear / coherent			
Speaks grammatically correctly			
Speaks confidently			
Able to express self orally			
Understands oral instructions			
Participates in class discussion			

Listening skills			
Can retell / summarize what has been said			
Other : _____			
Math	Below	Adequate	Above
Knows basic facts and formula			
Computation skills			
Conceptual understanding			
Retains concepts for tests			
Applies concepts in different problems			
Able to interpret questions			
Problem solving skills			
At grade level in Math			
Other : _____			
Social / Emotional / Behavior	Below	Adequate	Above
Takes responsibility for actions			
Works well in partners/groups			
Classroom behavior			
Self-control of feelings			
Able to express feelings appropriately			
Level of stress / anxiety			
Able to make / keep friends			
Social awareness of others			
Treats other respectfully			
Is treated respectfully by others			
Appears happy at school			
Is supported at home			
Appears to be coping with academics			
Attendance			
Honesty			
Respectful to adults			
Motivation			
Eats appropriately			
Gets enough sleep / is alert at school			
Other : _____			

Interventions Tried:	Effectiveness:

Comments:



STOP. Send this to ES Learning Support Lead.

Tier 2 and 3 RTI Action Plan

Student: _____ Date: _____
 Teacher: _____ Grade: _____
 Hearing: Passed- Yes No Vision: Passed- Yes No

Area of concern:

- Reading Decoding Reading Comprehension Reading Fluency
 Math Calculation Math Reasoning Written Expression
 Listening Comp. Oral Expression On-task Behavior
 Emotional/Social Competence Organizational Skills

Parent Contact Summary (dates, method of contact, results. To be completed by LS personnel):

--

Action Plan:

Intervention/Service	How much time daily/weekly?	Provider	Timeline

Goals:

Effectiveness

(anecdotal/data, include dates):

<u>Goal:</u>				
Revision				
<u>Date of Review:</u>				
<u>Goal:</u>				
Revision				
<u>Date of Review:</u>				
<u>Goal:</u>				
Revision				
<u>Date of Review:</u>				

Additional Recommendations:

Developed by: (check all those that apply)

- Principal
- Classroom Teacher
- Learning Support Personnel
- Parent
- Other: _____

Classroom Observation Form

Student's Name: _____ Grade _____

Name of Observer: _____ Date _____

Setting: _____ Time _____

Peer Interaction:

Student/Teacher Interaction:

Attention:

Class Participation:

Other Observations:

Suggestions for Assisting the Student:

IEP Addendum

Student _____ Grade _____

Current IEP Review Date: _____

Date of Addendum: _____

Changes made in the IEP:

Justification for these changes:

Addendum Approved:

Learning Support Specialist _____ Date _____

Learning Support Coordinator _____ Date _____

Administrator _____ Date _____

Teacher _____ Date _____

Parent/Guardian _____ Date _____

Sample 504 Accommodation Plan

**SECTION 504
INDIVIDUAL ACCOMMODATION PLAN**

Plan Date:

Projected Review Date:

Student's Name:

DOB:

Age:

Grade:

Parent/Guardian:

Phone:

1. Describe the student's physical or mental impairment, including history and prognosis as appropriate.

2. Describe the educational limitations experienced by the student as a result of this disability.

3. Describe the medical limitations experienced by the student as a result of this disability.

N/A

4. List any other limitations which may affect the student's activities while at school.

N/A

5. List the least restrictive environment and the accommodations which are necessary for this student to participate in the educational program.

6. List any anticipated discipline problems which may result from the disability.

N/A

7. Describe positive behavioral interventions which will be used to address this behavior.

N/A

8. List consequences which may be used when this behavior occurs.

N/A

9. Recommendations:

Participants:

_____ Learning Support Specialist	_____ Date
_____ Principal	_____ Date
_____ Teacher	_____ Date
_____ Other(s)	_____ Date
_____ Student	_____ Date

Parent Participation Agreement:

_____ I DO APPROVE of this 504 Individual Accommodation Plan.

_____ I DO NOT APPROVE of this 504 Individual Accommodation Plan.

I understand that I have the right to review my child's records and request a change in his/her accommodation plan. I understand that I have the right to disapprove this plan and have my child continue in his/her present placement without accommodations.

_____ Parent Signature	_____ Date
---------------------------	---------------

Sample of IEP Format (done using an electronic program):

Rosslyn Academy Nairobi, Kenya
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: <<firstName>> <<lastName>>	Grade: <<Grade>>
Date of Birth: <<DOB>>	Parent/Guardian: <<Parent>>
Age: <<Age>>	Projected date of annual review: <<reviewDate>>
Date of IEP implementation: <<iepDate>>	Re-evaluation Date: <<reevalDate>>

PRESENT LEVELS OF PERFORMANCE
Documentation of student's current performance and academic, developmental and functional needs
EVALUATION RESULTS: (SUMMARIZE REFERRAL PROCESS, EVALUATION, INTERPRETATION): <<evalResults>>
MEDICATION: Is the student on any medication that would affect their performance at school? <<Meds>> If yes, please state name and purpose of medication: <<whichMeds>>
PARENT EDUCATIONAL CONCERNS: <<parentConcerns>>
TEACHER EDUCATIONAL CONCERNS: <<teacherConcerns>>
PRESENT LEVEL OF PERFORMANCE: (STATE LEVEL OF THEIR SUBJECT AND SKILLS AREAS, AND HOW STUDENT'S NEEDS WILL AFFECT THEIR INVOLVEMENT/PROGRESS IN THE GENERAL EDUCATION CURRICULUM, CLASSROOM, AND AGE-APPROPRIATE ACTIVITIES) Academic: <<acadPerf>> Social: <<socialPerf>> Physical: <<physPerf>> Behavioral: <<behavPerf>> Emotional: <<emoPerf>>
SPECIAL FACTORS
1. Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? <<impedeLearning>> If yes, list behaviors seen in classroom below, and see accommodations for strategies on addresses behaviors: <<impedeBehav>>

2. For a student with limited English proficiency, does the student need ELL services to address his/her language needs as they relate to the IEP?

<<ellIEP>>

3. Does the student need a particular device or service to address his/her academic or communication needs? <<device>>

Explain: <<deviceDetail>>

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM AND ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY. THESE ARE WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT- TO INCLUDE **CRITERIA** AND **METHOD OF MEASUREMENT**

- <<goal1>>
- <<goal2>>
- <<goal3>>
- <<goal4>>
- <<goal5>>

REPORTING PROGRESS TO PARENTS

IEP Progress Reports will be provided to parents every 9 weeks in conjunction with the regular report card.

LEARNING SUPPORT PROGRAM/SERVICES (PULL OUT, READING GROUPS, GENERAL CLASSROOM SUPPORT, ETC) DOCUMENTATION FOR SERVICES STUDENT IS RECEIVING	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	PERSONNEL RESPONSIBLE WHERE SERVICE WILL BE PROVIDED
<<program1>>	<<prog1Fr>>	<<prog1Du>>	<<prog1Pers>>
<<program2>>	<<prog2Fr>>	<<prog2Du>>	<<prog2Pers>>
<<program3>>	<<prog3Fr>>	<<prog3Du>>	<<prog3Pers>>
Any outside support provided by parent (personal teacher's assistant, tutor, speech/language therapy, occupational therapy, etc.) <<outsideSupport>>	<<outProgFr>>	<<outProgDu>>	Parents

ACCOMMODATIONS

(ACCOMMODATIONS/ADAPTATIONS WILL APPLY TO ALL COURSES AND PROGRAMS UNLESS OTHERWISE INDICATED)

INSTRUCTIONAL ACCOMMODATIONS	ENVIRONMENTAL ACCOMMODATIONS	ASSESSMENT ACCOMMODATIONS
<<instrAcc>>	<<envirAcc>>	<<asessAcc>>

MODIFICATIONS

1. Modifications to General Education Curriculum

If student needs a modified course or program, please indicate specifics:

Program:

<<modProg>>

Modifications:

<<modProgMod>>

2. Any exemptions from courses or requirements? (i.e. World Languages)

<<courseExempt>>

If Yes, please specify:

<<exemptSpecifics>>

POST-SECONDARY TRANSITION PLANS

(11TH AND 12TH GRADE ONLY)

What are the student's plans?

<<studentPlans>>

Action points:

<<actionPoints>>

RECOMMENDATIONS TO PARENTS

<<recToParents>>

PARTICIPANTS

_____ Learning Support Specialist	_____ Date
_____ Learning Support Coordinator	_____ Date
_____ Principal	_____ Date
_____ Other	_____ Date
_____ Teacher	_____ Date
_____ Teacher	_____ Date
_____ Parent	_____ Date
_____ Student (if appropriate)	_____ Date