Inclusion Statement

The American School of Paris believes that a high-quality education is a basic human right of

all children. Including students with diverse learning needs is fundamental to who we are and

how we build a compassionate and rich learning community. Therefore, ASP is committed to

well-designed, research based and thoughtfully implemented teaching and learning practices

that embrace a wide variety of learning differences.

Philosophy

Our philosophy of teaching and learning is aligned with ASP’s mission:

To inspire and prepare every student to achieve personal and academic excellence as an

engaged global citizen by providing a challenging, innovative program within a compassionate environment.

▪ We believe in facilitating the holistic development of each student.

▪ We believe in being flexible collaborative educators to meet the needs of each student.

▪ We believe educators should collaborate effectively to provide differentiated learning

opportunities and individualized learning goals.

▪ We strive to know our students at ASP; we commit to knowing their interests, strengths,

and challenges.

▪ All teachers are committed to developing each child’s social, emotional and academic

performance, as well as their joy for learning.

▪ With high quality instruction aimed at success for all students, we seek to provide a

personalized approach to learning within a compassionate learning environment.

▪ Our support networks are strategically organized to guide and support students to be

their most successful.

▪ Our Learning Support program, practices and procedures are designed to engage

students in discovering and developing their individual path toward personal and

academic success.

▪ We recognize that not all students take the same path toward achieving the same

curricular standards or the same path toward discovering their interests and passions.

▪ We guide students to understand their unique learning styles, monitor and achieve

meaningful goals, advocate for their own learning needs and to discover their own

talents and passions.

▪ Our Learning Support program should enable students to transfer their learning to their

life outside of school.

General Principles of Inclusion

1. Everyone has the right to learn.

2. We start with the assumption that every child is different.

3. We reach our greatest potential when we are self-directed in our learning.

4. Inclusion involves all Learning Stakeholders working in systematic ways.

5. Inclusion raises our organizational intelligence.

Guiding Teaching Principles

1. To build capacity within students to use their learning profile in order to maximize

personal growth.

2. To encourage and foster acceptance and self- knowledge of each student’s personal

learning needs.

3. To teach students how to self-advocate for their needs throughout all grades and to help

navigate divisional transitions successfully.

4. To provide a sensitive, supportive school culture that is flexible and committed to a

collaborative team approach.

5. To deliver curriculum programs using a variety of teaching practices such as;

differentiation, scaffolding and accommodations listed on the student’s Individualized

Learning Plan.

Student Success

ASP’s definition of student’s success: Student success at ASP is more than academic success. ASP provides a supportive community that enables the student to develop the following interests and attributes that we believe makes a student successful:

▪ Character development - The ASP community fosters curiosity and internal motivation

in their endeavors. The ASP student is committed to his/her learning process and

accepts personal responsibility for individual actions and choices; has the desire to

contribute to our community; understands that they are a vital member of our

community; has the desire to master (a topic/skill);

▪ Emotional intelligence - Self-reflective; communicates effectively; being able to create

social networks; ability to process emotions under pressure and develop appropriate

strategies to regulate emotions and behavior; build a growth mindset; apply them to

tasks like thinking and problem solving; communication and forming relationships; self-

advocacy; adaptation to the community;

▪ Commitment to the learning process - being intrinsically motivated, curiosity, taking

initiative, lifelong learning passion;

▪ Personal progress over time - setting goals, not only academic goals but also life

goals; perseverance; take risks, fail, learn and recover from the process;

▪ Creativity - a person whose creative work shows sensitivity and imagination; ability to

express yourself in a unique way; innovative thinking and applying creative ideas;

originality.

ASP’s Service Delivery Model

Tier 1: Whole class strategies

● In the general education classroom, all students are taught using instruction methods

(e.g., co-teaching, differentiated instruction) that research has shown to be effective

● All students’ progress is tracked to identify students who are struggling/at risk of failing

Tier 2: Accommodations/Monitoring for struggling students

● If a student is not making adequate progress in Tier 1, he/she will be monitored with

Learning Support Services through formal accommodations, classroom interventions,

after school academic support sessions and EAL services

Tier 3: Intensive Interventions

● If a student is not making adequate progress in Tier 2, he/she will receive intensive

instruction in specific skills and enter Learning Support Program

● Student receives individualized or small-group instruction delivered by the Learning

Support Teacher within the school day

● Creation/implementation of Individualized Learning Plan

Organization of Services within a Multi-Tiered System of Support

Students with mild needs- Typically these students have a range of achievement above or below grade level by 1-2 years in any given content area.

Students with moderate needs- Identified cognitive or learning disability with evidence of at least 2 grade levels behind peers

Tier 1 Services

Differentiated instruction: factoring students’ individual learning styles and levels of readiness

first before designing a lesson plan. Instruction can be differentiated through four ways: 1)

content, 2) process, 3) product, and 4) learning environment.

Co-teaching: pairs general education classroom teacher with a learning support teacher to

maximize the instructional experience for students. Teachers share the roles of planning,

implementing, classroom management, and assessing to ensure that students have met their

goals/objectives (see Appendix 1).

Counseling Services: available to all students, counseling services may include counselor’s

corner and/or small groups, 1:1 sessions as initiated by student or determined by

counselor/teacher/CST selection

9th & 10th Grade Advisory Program (GAPS): In these classes students display a growing self- confidence and a greater sense of global awareness as they grapple with defining issues around four important pillars: Global citizenship, Academic and Personal Excellence and Service learning.

Classroom interventions: Academic interventions are aimed at a particular weakness within

classroom subjects (e.g. math, reading, writing, etc) and implemented by classroom teacher

Tier 2 Services

Accommodations: are changes in how a student accesses information or demonstrates

learning. Accommodations do not change, alter or lower the expectations of the curriculum and do not alter what the test or assessment measures. The changes are made in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals and can take various forms: word processor use, time extensions on assessments, small group setting.

Monitoring: Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. After each weekly check in/measurement, the Learning Support teacher notes student's performance level and compares it to previous measurements and to expected rates of learning.

Divisional Support Sessions: After school academic support sessions provide students with

tutoring or mentoring, or that help students prepare for class or acquire study skills.

**IB STUDENTS HAVE ACCESS TO ACCOMMODATIONS BASED ON PROFESSIONAL EVALUATIONS. ONCE APPROVED BY THE IBO, ACCOMMODATIONS ARE APPLIED BOTH IN THE CLASSROOM AND FOR IB ASSESSMENTS.**

EAL Services: New students whose mother-tongue is other than English are assessed by the

EAL team to determine their English language proficiency in listening, speaking, reading, and

writing. The results of these assessments determine students’ placement within or out of the EAL program. Your child will receive differentiated EAL support based on his or her level of English language proficiency within an immersive and inclusive environment.

Tier 3 Services

Learning Support Program sessions: The Learning Support staff provides specific academic

intervention and works with teachers to implement strategies in the classroom that result in an optimal learning experience. Our goal is for students to become independent, lifelong learners.

Areas targeted in specialized instructional settings include, but are not limited to: social-

emotional growth, reading, writing, mathematics, core-content instruction, time-management,

organization, self-advocacy, study skills and learning strategies. Learning Support team works together to design an Individualized Learning Plan (ILP) for every student within Learning Support Program requiring extra support to manage the demands of the curriculum with accommodations or modifications.

Behavioral interventions: A Behavior Intervention Plan works with the school team to develop

a plan to address student behaviors. An intervention targets specific behavior(s) with the goal of encouraging positive behaviors and reducing problematic behaviors. In addition, Applied

Behavior Analysis develops communication skills in order to affect student behaviors. It may

include but is not limited to the support of an Educational Assistant (EA).