



ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Academic Learning Support Policy

INTRODUCTION

ROCHAMBEAU, French International School aims to provide a caring, nurturing and reflective learning environment where all children, regardless of their abilities, can develop to their full potential. Our school recognises that it caters for a wide range of learning needs; some students will display exceptional ability, whilst others may experience difficulty, but all students are entitled to be valued for the individual contribution they make to the school. We maintain that all children should be encouraged to develop an awareness of and respect for individual differences.

This policy is the result of a year of work by the Student Learning Support (SLS) Team. This team is composed of:

- The Academic Director, and
- The two School Counselors, and
- The two Special Education teachers; but also
- The campus directors and the class teachers who have helped us greatly make and keep this policy a living document.

It has been decided that the policy will be reviewed every school year and will reflect the students' and the school's needs along with an updated report of the school resources.

PHILOSOPHY AND CORE VALUES

Our Mission

The mission of Rochambeau is to create a multicultural learning environment built on a rigorous French curriculum accredited by the French Ministry of Education. The school is part of the worldwide AEFÉ and hopefully by the Fall 2021 the IB network of schools. These two entities require the school to provide a safe environment that welcomes students of all backgrounds and nationalities, guiding them to become confident, caring, and open-minded critical thinkers who will gain access to the best universities and thrive in a diverse competitive world.

Our Vision

Rochambeau, the French International School, values diversity, celebrates multiculturalism, and empowers students to understand and improve the world around them.

The school's core values are:

- Pursuit of Excellence, expect and help everyone to do their best
- Intellectual rigor and fairness, strong emphasis on hard work and work well-done
- Adaptability to a changing world
- Respect for diversity, the individual, ideas, cultures and the environment
- Support and cooperation between and among our students, our staff and our community
- Openness and transparency in our decision making process and communication
- Foster Self Growth and Well Being for all.

Together these values support a school which is culturally diverse and truly international.

AIMS AND PRINCIPLES

Rochambeau strives to provide its students with the necessary support they need to achieve academic success and reach their full potential. This rationale is supported by the following aims and principles, **within the limits of the school's resources, means and capabilities:**

Aims

- Build confidence and self-esteem to enable all students to work toward meeting their full potential within the requirements of the school curriculum;
- Work in tandem with students, parents and staff to identify without delay students who need support and to continuously assess and monitor both progress and difficulties;
- Ensure a smooth transition from preschool into elementary, middle and high school for all students;
- Coordinate support among the educational team and student families;
- Communicate ongoing information to parents and teachers about students that need support with regard to difficulties, strategies and progress;
- Involve students and parents in the development and review of their support program;
- Liaise with outside agencies and/or specialists when deemed appropriate; and
- Support staff to build appropriate in-class strategies.

Principles

- Students that require academic, emotional, social or behavioral support generally remain integrated in the mainstream class. Learning support remains aligned with the mainstream



work of the class with co-teaching implemented as a preference over removing the student from the class;

- Schooling of students within the main classroom should not affect the progress of peers;
- Identification of difficulties should be made as early as possible;
- Establishing a close liaison with parents is required among teachers and faculty so that school life and homework become fully integrated;
- In identifying, acknowledging and supporting student's needs, the school and its team work closely with students, their parents and appropriate outside specialists and Agencies (e.g. MCPS services);
- Teachers are to be informed early in the year about a student's difficulties and aware of the strategies formulated to meet individual needs; and
- The Students Learning Support team is closely involved in lesson planning for students with academic difficulties.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AT ROCHAMBEAU

General Consideration

A student may be considered in need of support if his/her progress is affected by any combination of the following:

- Specific learning difficulties (e.g. dyslexia);
- General learning difficulties (e.g. attention or comprehension);
- Social or emotional difficulties;
- Behavioral issues ;
- Underachievement of a student that does not progress adequately compared to peers;
- Several changes of school leading to gaps in general education; and
- Students that have been retained during the current school year.

Students Who are non French Language Speakers

Rochambeau is committed to meeting the needs of students who are non French language speakers and who require extra support to fully benefit from the school curriculum. Yet, a child is not considered to have a learning difficulty simply because the language that he/she speaks differs from the language in which he/she is taught. The identification and assessment of non French language speakers who need support requires particular care. If there is uncertainty regarding individual

progress, teachers look carefully at all aspects of a student's performance across various areas of learning in order to establish whether the difficulties they are experiencing in the classroom are due to limitations in their command of the French language or an issue related to special educational needs¹.

Gifted and Talented Students

Rochambeau recognizes the special needs of students who are gifted and talented and is committed to providing for their needs within the daily activities of the school. Such needs are not defined in this document. However, in identifying, acknowledging and supporting these needs the school and its team work closely with students, their parents and appropriate outside agencies or specialists.

¹ Cf. Rochambeau Language Policy



- In cases where Rochambeau had recommended that a student be evaluating or receiving Medical/Therapeutic services upon meetings with the student and/or the parents, and no decisions have been made to seek psychological support inside or outside of the establishment, the head of school has the right to refuse continued enrollment of the student if continued enrollment would have an adverse impact on either the school's ability to provide a satisfactory education for the affected student or where the student state adversely impacts the progress of other students at the school.

Rochambeau identifies students in need of academic, behavioral or emotional support by:

- Professional judgment of the teaching team based on observation, assessment and prior year results;
- Informal discussion with colleagues including *Vie Scolaire* and Students Learning Support team;
- Parental concerns; and
- Evidence from outside agencies or specialists.

General provisions for all students: differentiated instruction

Student progress is regularly monitored, reviewed by faculty and communicated to parents. Student needs are addressed through differentiated instruction. **It's important to note that when a child encounters academic, behavioral, or psychological difficulties, parents/guardians are to be informed in a timely manner.**

In a differentiated classroom teachers will:

- Differentiate content - content differentiation varies what is taught and how it is taught (ex. Books on tape, highlighted text, mentors...);
- Differentiate process - it involves providing students with varied opportunities to process or make sense of the content (ex. Opportunity to work in pair, supportive technology, homework options...);
- Differentiate product -it involves allowing students to show, in varied ways, what they know, understand and are able to accomplish (ex. Varied timeline or check points, varied role in a performance assessment...).

In order for each student to learn, teachers strive to:

- Welcome all students and create a safe class environment;
- Provide students with high quality curriculum that can adapt to diverse learning opportunities and styles;



- Implement ongoing assessment to measure progress;
- Design respectful activities to address a student's needs; and
- Use flexible grouping within the classroom (ex. size of the group, type of student within the group...)

Specific Provisions: Programme Personnalisé De Réussite Educative (ppre)² For Preschool Through Middle School

For students who have not acquired the skills expected with regard to the requirements of the school curriculum and/or lack specific knowledge and/or skills which, if not taken into account, delays or even seriously compromises the acquisition of fundamental constituent knowledge and skills, a teacher or group of teachers will work can draw a specific action plan called PPRE. This programme makes it possible to coordinate personalized support.

The PPRE:

- Identify needs through an assessment;
- Set few specific objectives;
- Build on skills already acquired;
- Be defined over a relatively short period of time, possibly renewable;
- Be explained to the student and his or her family;
- Provide for the modalities for assessing progress and follow-up.

PPRE, typical provision is made through carefully differentiated curricular tasks often with a small group or individual support within the classroom. In elementary, co-teaching time is used in priority for the implementation of the plan. Support may not require additional adult time but may require additional learning material, peer support, assessment adaptation or a computer device. The duration of a PPRE is between 6 to 8 weeks.

Academic Watch For High School Students

The broad purpose of the Academic Watch is to ensure that one adult in the school is getting to know students with academic difficulties, making sure their learning needs are being met, encouraging them to make good academic choices, getting organized, and plan for their future. Academic Watch pairs

² Program for Educational Success

individual students with individual teachers/staff members for a single school year. Effective Academic Watch must be well organized, scheduled frequently during normal school hours, and focused on specific advisory objectives.

High school Students who are having difficulty meeting the academic expectations at Rochambeau are placed on Academic Watch at the end of each marking period for any of the following reasons: Failing grades in several subjects; A trimester average below 10; Failure to meet academic expectations (e.g. unresolved failures or incomplete grades) by deadlines; Failure to attend class regularly/chronic lateness; Some combination of the above factors which leads the School to question whether Rochambeau is the appropriate academic setting for the student; and Extended absence that makes it impossible for the student to meet her academic responsibilities.

Other Provisions To Provide Academic Help

- In first through fifth grades, three periods of co-teaching per week are included in a teacher's schedule. The objective of co-teaching is to focus on particular students in need thereby improving the teacher-to-student ratio and increasing opportunity to differentiate for student needs;
- In sixth through eighth grades, students benefit from one extra period every two weeks in mathematics and French enabling teachers to reinforce specific skills in these subjects; and
- In tenth through twelfth grades, personalized accompaniment (*Accompagnement Personnalisé*) is scheduled two periods per week. During this time, students with learning needs work in smaller groups in French or mathematics for remedial or enrichment purposes.

STUDENT LEARNING SUPPORT INTERVENTION

The eligibility of a student for SLS is based on a comprehensive evaluation process. That process includes considerations of assessments, information based on how well the student understands the curriculum, observation reports by educational professionals, teacher information, information provided by parents, and other relevant information. The parents of the student, the student's teacher(s), the school administrator, and a team of qualified special education professionals who work with the student participate in the evaluation process to determine whether the student is in need of special support.

The determination of whether a student may need support is made by the student's parents and a team of qualified professionals which may include:

- A school administrator, the student's teacher, or a regular classroom teacher;
- A special educator;
- A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, occupational therapist, or physical therapist.

In general, SLS services provide specially designed instruction that involves modifications to the curriculum itself and/or the way the curriculum is taught to meet the specific needs of the student. The help provided by the Student Learning Support Team can be provided during regular class time (Push in) or outside the regular classroom (Pull out) in small groups.

When a student benefits from the Student Learning Support team's help, a reinforced school action plan is drawn (Programme Personnalisé de Réussite Educative Plus or PPRE+). The PPRE+ describes the goals that are set for the student over the course of the school year and spells out any special support needed to help achieve those goals. As in regular PPRE, Parents/guardians are an important part of the PPRE+ process. In order to draw more accurately a PPRE+, the Learning Support specialist might request that the parents contact educational or medical professionals (e.g MD, LCP, LCPC, Montgomery County Department of Special Education Services) outside the school.

Specific accommodations in class and during testing and exams : Plan d'Accompagnement Personnalisé (PAP)³

Commonly referred to as a PAP, a plan d'Accompagnement Personnalisé is a written plan that is designed for any student who needs specific accommodations in class and during testing. PAPs are mandatory for every student with special needs who need accommodations for standardized testing (DNB, Baccalauréat) . The PAP describes these accommodations and are set for the whole school year.

Following the report of the medical professional / therapist and upon the written authorization of the parents/guardians to share this report with the School, the Learning Support draws a Plan d'Accompagnement Personnalisé (PAP).

In order to draw this plan, the division director requests the meeting of an *Equipe Educative* (Educational Team Meeting). The *Equipe Educative* is a meeting that involves parents of the student, members of the Students Learning Support team and teachers. The meeting is led by the division director (preschool, elementary or secondary). The objective of the meeting is to implement necessary accommodations requested by the medical professional/therapist.

The Plan d'Accompagnement Personnalisé is to be renewed each school year. At the beginning of the school year, the director invites families whose child has a PAP to make an appointment with the school in order to update the Plan.

It's important to note that **certain accommodations requested by the medical specialist/therapist cannot be reasonably implemented given:**

- The limited resources of the school; or
- The adverse impact on either the school's ability to provide a satisfactory education for the affected student; or
- The adverse impact on the progress of other students at the school.

The Plan d'Accompagnement Personnalisé includes:

- Details about a student's areas of strength and needs; and
- Accommodations based on the medical specialist/therapist report.

The PAP is the responsibility of the division director and valid for a full school year. In order to update the PAP, a new report of the medical professional / therapist is requested:

- At the entrance of 1st grade / CP

³ Personalized Support Plan.

- At the entrance of 6th grade / 6e
- At the entrance of 8th grade / 4e
- At the entrance of 11th grade / 1ere

For secondary students requesting special assessment provisions for the examinations of the Diplôme National du Brevet or the Baccalauréat, the PAP is recommended but not sufficient⁴.

Specific Provisions for IB students in Grades 11-12 (Fall 2020)

Following the IB Access and Inclusion Policy⁵, Rochambeau believes that *all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.*

Parents may access further information regarding the possible arrangements available to their child by calling Rochambeau and speaking to the IB Coordinator. Specific information regarding Assessment Procedures for Inclusive access could also be found in the IB documents Diploma program Assessment procedures⁶

In any case, it's important to note that requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

When granted, these arrangements may include:

- Modification to exam papers;
- Extension to deadlines;
- Assistance with practical work;
- Additional time;
- Rest periods;
- Information and communication technology;
- Scribe and transcription;

⁴ For more information regarding specific support for standardized assessment (DNB and Baccalauréat), contact the Secondary director

⁵ https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-53587?root=1.6.2.2.7&lang=en

⁶ https://resources.ibo.org/dp/works/dp_11162-56752?root=1.6.2.18.5&lang=en

- Readers.

The IB Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the special needs of students requiring assessment adjustments. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

RECAP

	PPRE	AW	PPRE+	PAP
Name (French)	Plan Personnalisé de Réussite Educative	Academic Watch	Plan Personnalisé de Réussite Educative Plus	Plan d'Accompagnement Personnalisé
Students	All	High School	All	All
Duration	6-8 weeks	1 trimester	1 trimester	1 year
Who requests it	The teacher	The teachers	The teachers, the SLS specialist	The Parents
Who writes it	The class teacher	The Tutor	The SLS teacher	The SLS teacher or the School Counselor
Who signs it	The class teacher The parents The student	The Student The Tutor	The SLS teacher The parents	The Parents The campus director or the Academic director
Necessary Documents	Student assessments	Student report card	Student Assessment Observation Report	Recent medical request including recommendations

ACADEMIC LEARNING SUPPORT STAKEHOLDERS

The Class Teacher

- To differentiate instruction in the classroom and set appropriate targets for students;
- To swiftly identify initial concerns regarding students who display academic, behavioral, emotional or social challenges and bring them to the attention of the head teacher for secondary and/or the division director and/or the Students Learning Support team;
- To expeditiously report on-going concerns without waiting until the end of the trimester to parents and SLS personnel.
- To work with appropriate staff including learning support services in drawing plans to support students with difficulties;
- Oversee, write, implement and arrange formal reviews for all students regarding academic plans: PPRE;
- To interact with the Learning Support service of the school and outside services (e.g. MCPS) so that provisions are seamless, organized and efficient as they relate to each individual student; and
- To communicate continuously with families and students regarding challenges and progress.

The Learning Support Team

The Students Learning Support team is composed of learning support specialists for primary, and secondary and two School Counselors. The support for students who do not master French language is described in Rochambeau Language Policy (to be created).

Learning Support specialists:

Their main role is to:

- Coordinate provisions and support for students who need help;
- Liaise with class teachers and division directors to advise, inform and support them in their roles;
- Help teachers evaluate student's needs by various means, including class observation;



- Contribute to discussions while interacting with parents of students with special needs along with their class teachers;
- Oversee, write, implement and arrange formal reviews for all students regarding academic plans: PPRE+;
- Contribute, when needed, the drawing of the PPRE;
- Contribute to professional development and support of school staff in an effort to meet the needs of students with special education requirements, including PAP provisions;
- Help parents to provide student with help at home and outside of the school;
- Form and make relationships with external specialists or agencies; and
- Provide necessary information to external specialists, agencies, and schools when requested in writing by parents/guardians.

School Counselor

The School Counselor supports students with emotional, social or behavioral difficulties in school. His/Her main role is to:

- Oversee the PAP process: collect information from medical professional / therapist, write the PAP in collaboration with the Learning Specialist according to accommodations recommended, present the PAP to the division director, the Equipe Educative and parents;
- Liaise with learning specialists for the elaboration of the PPRE+ if linked to the PAP;
- Consult with teachers to assist them in identifying the reasons why a student is facing behavioral, emotional and/or social difficulties in school. Perform class visits as deemed necessary with consent of the parents/guardians;
- Assist teachers with an approach to resolve students' emotional and social difficulties;
- Work with other staff including learning support specialists in drawing plans to support students with difficulties when needed (PPRE / PPRE+);
- Recommend referrals to educational or medical professionals outside of the school (e.g. Montgomery County, Department of Special Education Services) to parents;
- Provide recommendations regarding student retention or those that have skipped a class;
- Provide a safe and trusting environment for students who wish to discuss any areas of concern; and
- Communicate continuously with families and students regarding challenges and progress.

The Directors (maternelle, Elementary, Secondary)

- Maintain an overview of academic and counseling provisions within their respective divisions;
- Chair all *Equipe Educative* for PAP;
- Keep track of the implementation of all plans (PPRE / PPRE+ / PAP), make sure that minutes are taken, sent to participants and fulfilled;
- Signed all PPRE, PPRE+, PAP
- Maintain organization of files of all PPRE, PPRE+, PAP; and
- Make sure that all appropriate educational staff is informed of students with specific educational or medical needs (PAI, PAP, students maintained in a grade etc.).

Parents

Parents of children with special educational needs are treated as partners. They should be supported so as to be able to:

- Recognize and fulfill their responsibilities as parents and play an active role in their child's education;
- Have knowledge of their child's entitlement within this handbook;
- Have access to information, advice, support.

To make communication effective with the school parents should:

- Communicate to the school all documents regarding their child's special educational needs; and
- Communicate with the school any changes regarding those needs.

Students

Student's views are always ascertained. In order to participate in decision making, students can work toward (with adult encouragements):

- Expressing their feelings and their needs;
- Participating in discussions;
- Indicating choices; and
- Ask for information and support.

COMMUNICATION

Confidentiality

Rochambeau upholds the legal provision that all information regarding a student's special needs remain confidential. Special educational plans whether they are PPRE or PPRE+ or PAP never include a student's medical diagnosis. Plans are available only to parents and staff directly involved in the plan. Teachers and support staff create an inclusive learning environment that neither stigmatizes nor isolates a student as a result of his/her learning differences.

Support plans (PPRE, PPRE+, PAP...) are not to be mentioned in trimestrial report cards and release of records to an outside school or organization must be authorized, in writing, by the parents of the child.

All plans are filed in the student files of the child. Medical information is stored in the medical file of the child and has limited access.

Communication With Families And Students

Rochambeau believes in developing strong partnerships with parents that facilitate students achieving their full potential. The school recognises that parents harbor a unique overview of their child's needs and how best to support them which means they play a key role in the partnership. Rochambeau encourages parents to share their views and insight about their children which reinforces confidence that their contributions are valued and will be acted upon.

Therefore, Rochambeau provides parents with information and advice about matters specific to their child within the school setting including advice related to support in the home environment.

Depending upon age and appropriateness, students are also encouraged to participate in decision-making processes affecting them.