

BENJAMIN FRANKLIN
INTERNATIONAL SCHOOL

WHOLE SCHOOL
SUPPORT
INCLUSION POLICY

Updated February 2026

The school where
any dream is possible

TABLE OF CONTENTS

Section 1: Introduction	4
1.1 Beliefs and Aims	4
1.2 Staff Professional Development	6
1.3 Admissions	6
Section 2: Learning Support Services	9
2.1 Overview	9
2.2 Eligibility	9
2.3 Inclusive Teaching Practice	10
2.4 Services	10
2.5 Referral Process	13
2.6 Tiers of Learning Support	14
2.7 Reporting and Communication Agreements	18
2.8 Roles and Responsibilities	19
2.9 Transitions between Divisions	20
2.10 Changes in Tiers of Services	20
2.11 Exit Criteria	21
2.12 Retention and Acceleration	21
2.13 Confidentiality	22
2.14 Process and Procedures for External Referrals	22
2.15 Enrichment	23
Section 3: English as an Additional Language (EAL)	25
3.1 EAL Overview	25
3.2 Services Available to EAL Students	25
3.3 Referral System for Placement in the EAL Program	26
3.4 Roles and Responsibilities of EAL Specialists	28
3.5 Accommodations and Modifications	28
Section 4: Counseling Services	31
4.1 Overview	31
4.2 Counseling Program at a Glance	33

4.3 School Counseling Program Activities	34
4.5 Personal Counseling	35
4.6 Academic Counseling	36
4.7 College Counseling	36
4.8 Counselor's Role within the Tiered Intervention Process (TIP)	36
4.9 Pupil Behaviour Risk Assessments and Audit	37
4.10 Functional Behaviour Assessments (FBA) and Behaviour Intervention Plan (BIP)	37
4.11 Internal Student Counseling Referrals	38
4.10 Process and Procedures for External Counseling Referrals	38
4.11 Transition meetings between counselors and teachers	39
Section 5: Appendix	41
5.1 Ethical Guidelines	41
5.2 TIP Student Minutes	42
5.3 Learning Summaries	43
5.4: Case Manager Responsibilities	46
5.5: Consent To Release of Student Information	50
5.6 Student Referral Form	54
5.7 List of External Service Providers and Agencies in Barcelona	55
5.8 Psycho or Neuro Educational Evaluation Checklist (to be added)	55
5.9 Weighted Equipment Guidelines	

Section 1: Introduction

1.1 Beliefs and Aims

BFIS Mission: Our purpose is to engage our diverse school community in the pursuit of educational excellence and success for all students.

Philosophy

We believe that all children are unique and therefore have different strengths and challenges. We foster approaches to teaching and learning to develop curious, independent learners who pursue their passions and understand the beauty and power of knowledge. We encourage and empower students to become confident, independent, well-balanced citizens who can reach their highest potential.

Goals

We focus all school endeavors on promoting our Core Values: Be Kind, Be Honest, Be Responsible, and Be Respectful. Student Support Team aim to:

- maximize individual student potential and self-advocacy in collaboration with student families, colleagues and the outside support services that help create the BFIS community.
- provide opportunity, instruction, guidance and support necessary to succeed in school and maximize their individual academic, social and emotional potential that will last a lifetime.
- help create an encouraging environment in which students become active participants and are the center of their learning process.
- provide a holistic approach that is about **all** learners and values the diversity of our student population.

Whole School Support Team (WSST)

MISSION STATEMENT

Student Support Team collaborates with students, educators, parents and the community to challenge students to grow and meet their full potential through differentiated, developmentally appropriate support.

Philosophy:

At BFIS we believe that every student is different and every student has a story. We also believe that with supportive teachers, supportive classrooms and a consistent and strong school-home partnership every child is able to reach their ultimate potential. BFIS is an inclusive school and our nearly 100% pass rate in the IBDP shows our commitment with the school mission.

At BFIS we believe it is our obligation to create an environment in which every student has the opportunity and support to discover their interests, pursue their passions and develop the skills and knowledge they need to thrive and reach their full potential. At BFIS learning support and social-emotional programs are integrated into the culture and curriculum of every school section. BFIS students also have opportunities to take on leadership roles to challenge themselves and gain valuable skills in leadership and collaboration, which will serve them well at university and beyond.

These services are essential to the academic, social, and emotional growth of every student throughout their school life, and beyond. Our highly-qualified staff and our student services program contribute to creating a supportive environment for all students.

Essential Agreements for the Whole School Student Support Team:

- BFIS will honor and use the guidelines of the Spanish law - royal decree 150/2017, de 17 de octubre, with special attention for students within the framework of an inclusive educational system
- BFIS staff will collaborate to identify students with support needs.
- The Whole School Support Team will collaborate with teachers and families to develop and implement appropriate interventions for support.
- Students will be actively involved in the learning process through self-reflection and goal setting
- The Whole School Student Support Team will monitor and evaluate student growth and progress
- Admissions, Learning Support, Bilingual Multilingual Learners and Counseling Departments will work in partnership to meet the individual needs of all BFIS students
- Respect confidentiality at all times in accordance with European Data Protection & ethical guidelines considered best practice around the world

This Whole School Support Team Policy has been developed to describe programs and practices school-wide and ensure their systematic implementation.

BFIS offers a range of support services for those students who need additional resources to become independent learners. We provide services which vary according to the developmental

level of the student and may include Learning Support, Bilingual Multilingual Learners (BML) and Counseling.

All teaching staff provide a quality classroom environment where differentiation occurs and multiple strategies are in place to support all students. According to student need, the Tiered Intervention Process (TIP) process begins. This tiered system of intervention, with clearly established goals, supports students with English acquisition, learning, behavior or social/emotional needs. These services may be provided by a variety of personnel, including general education teachers, administrators, counselors and specialists. Outside diagnostic assessments may be requested by TIP team members at the expense of the parents. If, in the determination of the Administration, the School is unable to offer the services required for a student who requires Student Support Services, the director will recommend to the parent(s) that the student seek education elsewhere.

Specific referral procedures and eligibility criteria have been established and documented formally in this handbook. Student Support teams across all divisions adhere to the referral process and eligibility criteria. This Handbook provides definitions for consistent language used school-wide. Systems and structures to maintain continuity, confidentiality and ensure transition of student information records is a focus of the school-wide Support Services team and administration.

1.2 Staff Professional Development

- The Student Support Team provides professional development to staff on a variety of topics such as Barriers to Learning, Access Arrangements, Universal Design for Learning, IB Access and Inclusion Policy
- Accredited courses are available if appropriate for staff members

1.3 Admissions

General Guidelines for Support Services

If a student is admitted to school, it is BFIS's responsibility to meet the needs of the student. Students presenting for admission at BFIS are screened through the initial interview process. If the admission panel has concerns about the ability of the student to successfully engage with mainstream learning experiences, the WSST department will carry out further investigations. Admission will be granted if the school is confident it has the resources available to meet the needs of the child.

Non-Disclosure

In order for BFIS to assess a student's suitability, our Admissions Team needs to have all available information that relates to the student's academic and developmental level. In the event that a family does not disclose an academic or developmental concern, then the school reserves the right to review the eligibility of the student to continue studying at BFIS.

Conditional Enrollment

A student is placed on conditional enrollment if there is evidence that he or she may experience difficulty in meeting grade level standards, learning habits/behaviors, attendance, or any other factors that impede his or her progress or the progress of others. Students placed on a conditional enrollment are expected to demonstrate sufficient growth in order to be offered a continued enrollment at BFIS as determined by the division specific handbook.

BML

When judged appropriate, BFIS will place students in our Bilingual Multilingual Learner Program, which is offered from Kindergarten through Grade 12. Currently in Grades 11 and 12, English B is offered for students, while the English B is planning to expand down to the Middle School in the future. Academic proficiency will be assessed based on previous study in English, academic records, recommendations, and assessments such as WIDA (as necessary).

Learning Support

The Learning Support department will evaluate the level of support required by applicants with learning differences based on the information from third-party assessment of the student as part of the evaluation process. A student with learning differences, who meets the other Admissions criteria, will be admitted if it is determined that BFIS is able to offer the appropriate level of support for the student to succeed in our program.

Admissions screening tools and criteria for Support Services may include but are not limited to:

At the Secondary division (MYP 6-10 and DP 11-12), the student must:

- Be able to succeed with the educational interventions that BFIS can provide
- Students must meet the required level of English language proficiency according to the placement tests.
- Demonstrates proficiency in home language(s)
- English writing assessment
- MAP Math, Reading, Language assessment
- Personal interview
- Request to speak with homeroom teacher, counselor or specialist

- **Section 2: Learning Support Services**

2.1 Overview

As an IBDP and MYP School, BFIS takes a whole school approach to inclusive education for all students. All BFIS learners should have equal opportunities to learning pathways, learning experiences and educational recognition. Learning, diversity, and inclusion is embraced at BFIS. At BFIS all students should have the opportunity, instruction, guidance and support necessary to succeed in school and maximize their individual academic, social and emotional potential. Students must be active participants, at the center of the learning process, in an environment that encourages them to pursue their dreams.

BFIS actively uses Universal Design Learning to minimize primary and secondary barriers. We provide access arrangements for eligible students to remove or reduce barriers.

2.2 Eligibility

At Benjamin Franklin International School, decisions about learning support eligibility are determined by the Tier Intervention Process (TIP) team at each division. Students qualify for services based on a diagnosis of socio-emotional, academic, or medical needs that have an effect on learning. Comprehensive neuropsychological evaluations and medical reports are the most common forms of documentation; however a Student Support Specialist may recommend other types of evaluations in order to be eligible for services within the scope of BFIS. Learning Support specialists interpret documentation and use it in the development of an Individual Learning Plan (ILP).

The Tiered Intervention Process Team (TIP) is a multidisciplinary group that may be composed of a Principal, Counselor, Learning Support teacher(s), Classroom teacher(s), Bilingual Multilingual Learner Specialist, Whole School Support Coordinator, Nurse and any other relevant staff involved in the program of an individual student. The TIP team supports both teachers and students when a student may need additional Learning Support or enrichment. The TIP team meets regularly to consider the admission of students, identify students with special needs, and plan and coordinate support for students.

The role of the learning support specialist in the TIP team is to provide on-going professional development and information for teachers and parents, provide provisional interventions as determined by the TIP, and consult with teachers regarding strategies for students of concern. They manage confidential student information.

2.3 Inclusive Teaching Practice

The effective inclusion of students with learning support in high quality everyday teaching that is delivered by all teachers. All students are the responsibility of all staff. All teachers take specific action by:

- Taking into consideration planned access and adaptations (inclusivity and accessibility for groups of students who would need specific access)
- Creating effective learning environments
- Overcoming potential 'barriers to learning'
- Developing a universally designed curriculum that is inclusive, fair and accessible for all IB learners
- Drawing upon the full range of ways of knowing and incorporating experiences, contribution and histories from across cultures, nationalities, backgrounds, identities and perspectives
- Ensuring representation across cultures, nationalities, identities and experiences.
- Providing a range of teaching approaches
- Ensuring motivation and concentration
- Setting high expectations
- Using the principles of universal design of assessments, including cultural diversity and sensitivity to personal identity, in assessment design and development.

Individual Learning Plans (ILPs) are created to ensure potential barriers to learning are removed. Goals are set with students. Each ILP is individualized to:

- Set learning challenges
- Support students to manage emotions and behavior so they can learn safely
- Plan for full participation in practical and physical activities
- Differentiate a range of activities to provide optimal learning experiences
- Use Learning Technology when needed to maximize access
- Provide inclusive access arrangements for students with access requirements

Physical Provisions: BFIS has ramps and lifts to ensure there is access to every level.

2.4 Services

An individual's services are reviewed twice each year at each grade level. Delivery of service should match the current needs of the identified students.

At BFIS we identify the appropriate and optimal support and access arrangements. We do this through our creating of the Individual Learning Plans. By looking at Present Levels of Performance as well as strengths, challenges, barriers, as well as consulting the IB Inclusion Policy, we create a, ILP. This is a continuous developing learning plan, in which we can trial the arrangements, monitor, and review them.

All of our access arrangements and accommodations comply with the IB Policy. Individual Learning Plans are shared to the teachers and reviewed via our ILP process to ensure their arrangements are optimal.

They can include the following:

- **Differentiation** → Differentiated instruction involves the use of instructional strategies to respond to the needs of all learners. It can take the form of responding to students' varied academic needs, interests, and learning styles by adjusting instructional levels and pacing and by providing choices.
- **In class support - Push-in (P/I)** → Support services specialists enter the mainstream class to work with one or more students within the context of the classroom, prioritizing the needs of the identified students. The focus is on teaching strategies and skills that support the student within the classroom with the grade level material. This can include co-teaching.
- **Pull-out support (P/O)** → Support services specialists take a student(s) from their mainstream class to focus on specific skills based on their individual needs. Learning in an alternate setting where instruction is provided in small groups. In these small groups, learning support specialists focus on teaching remedial skills, organizational and study skills, time management, and grade level content.
- **Coordination with outside service-** our specialists can refer families to outside support service providers. It is up to the parents to choose who best meets their needs and communicate this to the Learning Specialist in order to coordinate the services and communicate with all teachers involved. Parents must sign a release form for any BFIS employee to communicate with an outside service provider. Appendix 5.5
- **Consultation with classroom teachers** → Learning Support specialists consult with classroom teachers to discuss individual student needs and strategies to best meet differentiation.

- **Accommodation** → A way of supporting the student to access the curriculum taking into account a student's learning differences. Accommodations do not change the requirements of the course or the standards the student must meet. Accommodations are supports and services provided through instruction and / or assessment to help a student access the general education curriculum and validly demonstrate learning. Accommodations will be based on current need according to the evaluation and in some cases based on external regulations. Accommodations documented in a Learning Summary are the right of the student and should be used when possible but also when needed. For example, the use of manipulatives may be appropriate for a certain math lesson but not for all or a student might need extra time on a writing test but not multiple choice.
 - Examples of Accommodations: Time: extend the time allotted to take a test, finish an assignment, learn a concept, or complete an activity, use of a computer during assessments, having a reader or a scribe, etc
 - Accommodation eligibility is decided by the September 2022 IB Access and Inclusion Policy

- **Examination Accommodations** → are based on student's individual needs and are in place in order to enable equitable access to assessments both formal and informal, summative and formative. Arrangements are made by the Learning Specialist in coordination with the specific student's teachers. This is all aimed at removing the student's barriers to showing what they know. These accommodations could include but are not limited to the following;
 - a reader,
 - a scribe,
 - extra time in blocks of 10, 25 and 50%,
 - separate individual examination rooms,
 - alternative assessments such as oral assessments.
 - laptop and spellcheck

Formal Diploma exam accommodations require application to the International Baccalaureate Diploma Program (IBDP) along with specific documentation that is required by and based on diagnosis, ILP, and history of need and provision. In these situations the Whole School Support Coordinator will work with the specific student's Case Manager and DP or MYP coordinator to ensure all required documentation is accurate and in place. As an accredited IB International school, BFIS is required to follow the IB procedure for making final exam arrangements.

- **Modification** → Is required in rare circumstances and involves a change in the requirements of the standards and/or curriculum an individual student must meet.

Approval of the Associate Head of School upon recommendation of the TIP Team is required for a program modification. In exceptional cases within the Spanish curriculum, the Inspectora del Departament d'Educació de la Generalitat de Catalunya will approve in accordance with Spanish law but does not affect the international curriculum. Due to the academic rigor of the IB curriculum no modifications will be possible or appropriate and as the student would by this point be of legal school leaving age we would seek to transition them to an alternative pathway.

Monitoring and Evaluating Services.

BFIS gathers information in the following areas:

- Identification of training needs
- Creating goals and tracking progress of students
- Evaluate the success of involvement of external services
- Relationship with parents
- Changes to the levels of support of the students

2.5 Referral Process

Classroom-based Intervention

All students receive instruction and classroom-based intervention to support their learning profiles. Classroom teachers differentiate instruction to address their students' strengths, weaknesses, and needs within the subject. In some cases, classroom-based interventions have been exhausted, in which case the classroom teacher initiates the Tiered Intervention Process.

1. All teaching staff are expected to provide a quality classroom environment where differentiation occurs and multiple strategies are in place to support all students.
2. The TIP Team identifies further strategies and interventions, and creates an action plan.
3. If the TIP Team decides to implement provisional Learning Support, then the parents are notified and given information about the concerns and proposed plan. If no provisional support is warranted, then the LS specialist will continue to support and consult with the classroom teacher (please see above).
4. In case of a provisional support plan, a follow-up meeting occurs based on a predetermined timeline; the classroom teacher and Learning Support specialist review the progress and update TIP Team.
5. TIP Team reviews progress of the student and effectiveness of the intervention and determines next steps based on assessments, observations, and data. Additional steps may include:

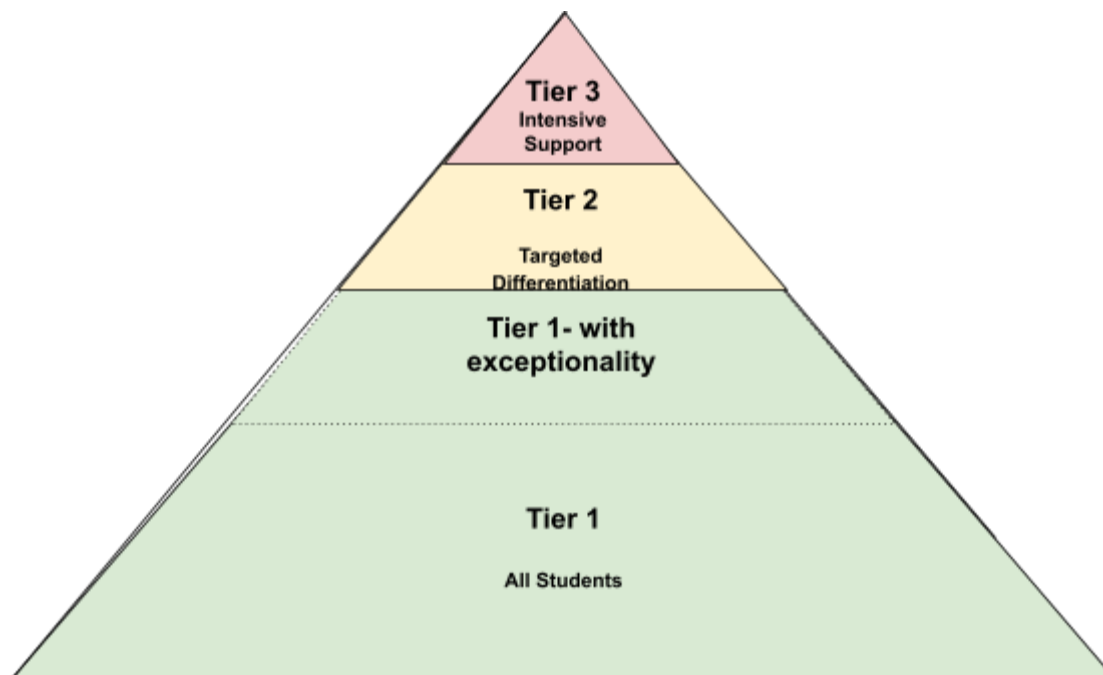
- Further observation
- Collection of further data
- Additional classroom-based instructional strategies
- Increased tier of Learning Support
- Recommendation for external evaluation and/or external professional support
- Other interventions agreed upon within the TIP meeting
- Further communications with parents

2.6 Tiers of Learning Support

Learning Support reviews relevant available data to establish an appropriate tier of support for BFIS students. The tiers of support comprise a structure and process for the systematic support of diverse learning needs.

Factors considered when assigning a tier include:

- Duration and intensity of services required
- Internal referral through TIP Team and potential screening
- External referral and testing or evaluation within the last 3 years identifying specific learning, medical/physical or emotional needs additional external services required (OT, PT, SLP, EAL, counseling, etc.)



SECONDARY LEARNING SUPPORT TIERS

Tier 1	Universal
Definition	All students receive high-quality instruction at BFIS. Differentiation occurs within the classroom to meet student needs.
Entry	All students
Referral	LS may receive and begin the Referral Process, however, specific services are not yet provided
Support	Classroom teachers have responsibility for differentiation in class.
Grouping	In class differentiation expected, with flexible groupings. Learning Specialists may provide at risk services as per the recommendations of the TIP process.
Form	None
Contact with Families	Prior to referring students to the TIP process, parents must be informed of differentiation support and of the possible next steps as per the recommendations of the team.

Tier 1	Universal- with diagnosis
General	Students are identified for further support through a Whole School Support Services TIP Meeting (WSST). Students and teachers may receive consultation from WSST. Regular, ongoing classroom differentiation is expected, and occasional WSST Support.
LS Definition	Accommodations provided by the teacher as per Learning Summary. Students identified by primary prior to entry into year 6, may also be identified following observation and testing run in-school thereafter diagnosis by an Educational Psychologist must be provided.
Entry	Recommended by Whole School Support Services Referral Meeting (WSST) through referral process for intervention or consultation. Should have a diagnosis from an Educational Psychologist if on our list.
Support	Classroom teachers have primary responsibility with consultation from WSST for best practice on differentiation and accommodations. Lunchtime or after-school sessions when needed, no need for continual individualized support in the classroom. Accommodations provided as per Learning Plan.
Grouping	In-class differentiation expected.

	Large Group Skill Sessions of 8 Plus Students may occur (Secondary)
Form	Learning Summary
Contact with Families	Three times yearly

Tier 2	Targeted Differentiation
Definition	The student needs additional support beyond differentiation and quality teaching. The student may receive small group interventions within the classroom setting or consultation. Targeted class differentiation is expected and occurs within the classroom to address student needs. Accommodations provided as per Learning Summary.
Entry	Diagnosis by an Educational Psychologist. Below potential or grade level in a range of subjects. Targeted intervention skills recommended from a specialist report.
Exit	Able to meet grade-level expectations with in-class monitoring and classroom differentiation.
Support	Possible: Push-in support and possible Pull-out support for short term intervention by Learning Support Specialist
Grouping	Small-Group 2 to 4 students.
Form	Individual Learning Plan based on professional judgment
Contact with Families	Every two months

Tier 3	Intensive Support
Definition	Tier 3 students will receive pull-out and in-class support from their Learning Support teacher. LS Teachers then work on specific learning goals outlined in their IEP. Targeted in-class differentiation is expected and occurs within the classroom to address student needs. Requires an Individualized Education Plan. A student on Tier 3 may require a modified programme
Entry	Significantly below expectations/ potential and/or grade level standards on more than one class and has an ILP
Exit to Tier 2	Transition to Individual Learning Plan

	With in-class monitoring, differentiation, and support is able to meet the grade-level expectation.
Goals	Written formally on IDP and monitored
Support	Pull out and push in support in most classes (Primary and Secondary)
Grouping	1 on 1 and small groups.
Form	ILP with Goals developed with families and teachers.
Parent Contact	Frequent

Provisional Support

- TIP team gathers information on the student to recommend further support and/or evaluation
- TIP determines that a Student requires a specially designed program to address a specific identified need.
- Student may have needs related to academic achievement, speech and language, hearing impairment, motor skills, or social & emotional development
- TIP team decides on review date for intervention and whether ongoing support is required, with and possible entry to Tiers of Learning Support, or student is exited from support if interventions are successful and student is meeting benchmarks.
- In the case of physical impairment or emotional trauma, Learning Support will provide temporary accommodations as needed to provide optimal student success. It is up to the parents or students to communicate this with the school.

2.7 Reporting and Communication Agreements

Students who receive learning support have a report called an Individual Learning Plan that gives basic information about individual students, their strengths and challenges, accommodations and other classroom suggestions.

Individual Learning Plans See Appendix 5.3. The ILP is a report that gives basic information about individual students, their strengths and challenges, accommodations and other classroom strategies. They will include a reasonable number of SMART Goals (Specific, Measurable, Attainable, Relevant, and Time-Based), include how the goal will be measured, who is

responsible for measuring, supporting, the time period for when the goal should be reviewed, and follow through required for parents. Everything on this document should be factual and shared with parents at least twice a year.

On the ILP, it is stated how a teacher will support the student. In order to promote the least restrictive and most inclusive environment, our specialists push-in to a variety of classes. We assist both individual students and small groups, and we work with our teachers to promote effective teaching strategies to achieve agreed-upon goals. Based on individual learner profiles, specialists may provide direct, small group instruction to build on student strengths and focus on their needs.

At the beginning of the year, the parents and students meet with the Learning Support Case Manager and whoever else is deemed appropriate to set annual goals and collaborate on creating the ILP. At this time, it is discussed what are the optimal access arrangements.

At the end of the year the progress report comment clearly shows the growth the student has made - (e.g. area of strength, progressing and area of concern) and a narrative that reflects the development based on the indicators included in the ILP.

Communication

Communication within the Whole School Support Team is carried out in numerous ways, while always following the guidelines for data protection, confidentiality and Parent Communications Policy. The team works closely with the mainstream teachers, leadership team and parents to support students. This entails regular communication in the forms of meetings, discussions, emails, and phone calls. Individual Learning Plans are completed regularly on each student that qualifies for services, providing vital information with the entire team working with the student. The team also organizes parent teacher conferences for updates and sharing of information in the Fall and Spring terms. Additionally, TIP meetings throughout the school provide an opportunity for the team to communicate updates about the support a student is receiving, organize a plan of action for support for new referrals and monitor those students of concern at tier 1.

With parental and student permission, the WSST also works closely with any external agencies that families work with; such as youth services, ergo therapy, speech therapy, counseling, etc.. The permission for this is given in the Two Way Consent Form (appendix 4).

2.8 Roles and Responsibilities

Learning Support Specialist. Please see Appendix 5.4 for a more full description.

- When planning with classroom teachers, the Learning Specialist must use the principles of universal design of assessments, including cultural diversity and sensitivity to personal identity, in assessment design and development to assess and analyze data to identify current and prospective students in need of support services.
- determine and provide direct and indirect Learning Support.
- work collaboratively with classroom teachers and TIP team to develop intervention plans or ILPs which provide tiered intervention for students.
- consult and or co-teach with classroom teachers regarding instruction and intervention.
- inform and collaborate with classroom teachers, administrators, and school counselors about the disability, strengths and weaknesses, strategies, and accommodations for each Learning Support student.
- participate in TIP meetings, review internal and external assessment reports, prepare data for meetings, manage the Learning Support folder in permanent records.
- meet with parents and liaise with external support services.
- assist with study skills, time management, organization, assignment planning, coordinating internal and external assessments and accommodations, monitor progress towards goals.
- value the opportunity for parents and Learning Specialists to share information to create a well-rounded knowledge base that will best support all students.
- advocate for the student's well-being during assessment design and development
- support students who are impacted by adverse circumstances during examinations

2.9 Transitions between Divisions

We strive to work collaboratively among divisions to ensure that student needs are communicated and planned for in a way that facilitates a successful transition to the next grade and/or school division.

For students making the transition from the MYP to the IB, Learning Support Specialists will meet with the appropriate divisional specialist(s) and go through the caseload flagging students of concern regarding academic, and behavioral or social issues that may affect their learning. These meetings take place in the second half of May each year. Documentation is passed along regarding all students and their academic program.

In grade 9 and 10, pre-IB classes are taught. Furthermore, learning specialists dedicate time to provide workshops based on the ATL skills.

All of our students are invited to participate in the IBDP program. The Learning Support case managers work with the DP Coordinator to monitor and support the students' progress. If the demands are too challenging and/or becomes inaccessible due to social, emotional, academic or adverse circumstances, then alternative pathways will be discussed and proposed. These pathways include the IB Course Candidacy, and/or the BFIS American High School Diploma. The BFIS American High School Diploma is completed in tandem with the IB Diploma.

2.10 Changes in Tiers of Services

Progress of students receiving direct/indirect services is to be reviewed frequently:

- If a student is able to meet minimum grade level expectations with/without accommodations for an established period of time. The LS Specialist will make a recommendation to TIP for the student to exit support or change services as appropriate.
- Students exiting Tier 3 Support (direct support with accommodations) will be placed in Tier 2 (Indirect Support with or without accommodations)
- Students exiting learning support will be placed on Tier 1 (Monitor Status) for a predetermined period of time to ensure continued success
- If the recommendation is to exit or change services, then parents will be informed and asked to sign an exit or change form.
- Provisional support can be provided through a TIP referral to address a specific identified need.
- Recommended Classroom interventions can be delivered by the classroom teacher and/ or a member of TIP for a set period for time.

2.11 Exit Criteria

A student may be exited from Learning Support when the student consistently meets grade level expectations over a sustained period of time (at least half the school year) as evidenced by standardized tests, informal assessments, grades, teacher feedback and progress reports. In this situation, the Learning Specialist will provide an update on the student's progress and based on this recommend the discontinuation of services. This feedback will be presented to the TIP for review and recommendation for exit from services. If the recommendation is to exit or change services, then parents will be informed and asked to sign an exit or change of services form.

2.12 Retention and Acceleration

The decision to retain a student in the same grade or to accelerate a student (i.e. skip a grade) has far-reaching academic and social consequences. For this reason, BFIS generally discourages decisions to retain or accelerate students, except in rare circumstances; for most students, the benefits of studying at their age appropriate grade outweigh those of promotion or retention. This said, some students may require special consideration based on the level of support or challenge needed above and beyond what is available within their regular course of studies at grade level.

We believe students should be taught in their age appropriate grades through differentiated instruction and so retention and accelerations are exceptions, rather than the rule. When considering retention or acceleration, the TIP Team will be asked to gather both informal (observations & teacher, parent and peer feedback) and formal evidence including MAP scores, external evaluations, current and past grades, and social/emotional rating scales. Based on the evidence and the research about retention and/or acceleration, the school team will determine the course of action that will most likely lead to the greatest success.

BFIS will consider acceleration to a higher grade level only for Elementary and Middle School students and only in extraordinary circumstances when academic performance is at a level considerably higher than the current grade level. The school reserves the right to allow or deny any petitions for acceleration.

The recommendation of retention and acceleration will be documented, signed and kept in the student's confidential file.

2.13 Confidentiality

Confidential information is frequently shared among a student's team of professionals. The purpose of sharing confidential and sensitive information is to better understand how a student learns. It is a professional obligation of all BFIS faculty members to protect confidential information.

It is expected that all Tiered Intervention Process (TIP) team members will remind faculty about the confidentiality of student information.

- Confidential conversations will only take place in secure locations
- Confidential information will not be left in public areas

- Professional evaluations and reports may be shared only with those Learning Specialists and will be maintained in a locked cabinet and on PowerSchool only accessible via assigned administrative rights.
- Confidential files will be signed out when removed from locked cabinet and will remain on school grounds when being reviewed.
- Individual Learning Plans will be available on Powerschool or Google Drive for grade level teachers to see as needed
- In order to release confidential information to outside professionals, a Permission to Release Information must be signed by parents
- Anecdotal or informal information should be kept within the TIP meeting notes or the ILP notes.
- Each TIP team has confidential, anecdotal or informal files that remain only within the TIP teams
- Any copies made for temporary use will be destroyed by placing in red box or shredding

2.14 Process and Procedures for External Referrals

BFIS Learning Support teachers collaborate with outside resources and agencies, both public and private. The role of the Learning Support Team is to:

- Collaborate with all relevant stakeholders including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- Provide multiple referral options and are careful not to indicate an endorsement or preference for one counselor or practice.
- Encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- Connect students and parents/guardians with services while remaining aware of confidentiality.
- Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.
- Ensure there is not a conflict of interest in providing referral resources. Teachers do not refer or accept a referral to teach a student from their school if they also work in a private tutoring practice.

2.15 Enrichment

Our enrichment program has been created to meet the needs and aspirations of all students at BFIS. This allows them to be supported to their fullest potential.

Enrichment	Additional Classroom Differentiation
Definition	Students and teachers may receive consultation from the Student Support Services Referral Meeting (SSST). Regular, ongoing classroom differentiation is expected, and occasional Student (SSST) consultation (Primary) and/or support (Secondary).
Entry	Tier 2 • Evaluation • Teacher referral, final decision concluded by TIP team • Interventions at Tier 1 were unsuccessful Tier 3 • Diagnosis through an Educational Psychologist and/or additional data required. eg) Formative and Summative Assessments, MAP.
Support	Tier 1 - refers to classroom instruction for all students that utilizes evidenced-based materials and practices to teach core subject areas. The majority of students' needs are met within this tier. • This includes: pre-assessment, compacting, learning contracts/independent study, tiered instruction and assignments for depth, complexity and higher-order thinking, and like-minded grouping. strategies. • Teachers work with their Department Head and/or ED coordinator to meet best practices for differentiating for high-ability students. • ED Coordinator pushes into classrooms to support T1 Tier 2 - Interventions are utilized with a small percentage of identified students after documented Tier 1 interventions haven't supported achieving appropriate growth. Students who require this level of intervention are typically twice-exceptional or underachieving students, within the high-ability population. • Twice-exceptional, executive functioning, ATL development, counseling (difficulties with peers, self-esteem, perfectionism, asynchronous development, cognitive and social skill development, behavior contracting) etc...

	Tier 3 - Involves significant modifications to a student's learning experience and/or curriculum. Students are excused from the course curriculum. Possible replacement of the core curriculum ex) online course Co-curricular Programs: Middle School Passion Projects, Highschool Independent Directed Studies, Mentorship, Additional external enrichment programmes may be recommended.
Form	Learning Summary: developed with student and family Professional development, instructional coaching and unit planning One-to-one student coaching or counseling Co-curricular activities Parent education
Parent Contact	Ongoing as needed September - Initial Learning Plan development November and March - Parent Teacher Conferences June - Annual Learning Plan/goals review

Section 3: Bilingual Multilingual Learners (BML)

3.1 BML Overview

While social language is relatively easy for students to master, it can take an additional 5-7 years for students to be competent in academic English. BFIS follows the inclusion model for BML services. Research shows that this model helps students acquire academic language more efficiently.

The inclusion model teaches English through content areas such as literature, science, social studies and math in the regular classroom. For students entering higher grades, where the language gap between native speakers and English language learners can be quite wide, specialists may work with small groups in an BML classroom.

Teachers collaborate with BML specialists to ensure equal access to the curriculum for Bilingual Multilingual Learners. We recognize and celebrate the importance of our students' home languages and cultures. We believe that diverse instructional approaches facilitate social and academic language proficiency.

We also use WIDA testing to see what accommodations we can put in place to remove the barrier or language. If a student's first or best language is not the language of instruction, then we look at the linguistic competence of the student to see if the student is eligible for access

arrangements. If the score is 4 or below on the WIDA; we provide the access arrangements based on the IB September 2022 Access and Inclusion policy.

3.2 Services Available to BML Students

Middle & High School: Grades 6-10	
Direct Support	• Tier 1 students: Push-in support*/Pull-out support once a cycle, meeting one on one with a BML specialist. • Tier 2 students: Push-in support*/Pull-out* once a cycle
Indirect Support (monitoring)	• Tier 3 students are monitored for one year to ensure that they are meeting grade-level standards.
IBDP	
Occasional BML services are provided to IB students. An English B class may be available as one of the IB subject choices depending on students' language proficiency and needs.	

Push-in

Support services specialists enter the mainstream class to work with one or more students within the context of the classroom, prioritizing the needs of the identified students. The BML department works closely with the mainstream teachers in order to provide the BML students access to the mainstream curriculum.

Pull-out

A Support services specialist takes a student(s) from their mainstream class in order to parallel teach the curriculum content with a special focus on academic language and additional language instruction.

English B Class in IBDP

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. In language B HL, students learn to communicate in the

target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required.

English B is centered around five prescribed themes which provide relevant contexts for study as well as opportunities for students to communicate about matters of personal, local or national, and global interest. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar.

The five prescribed themes are:

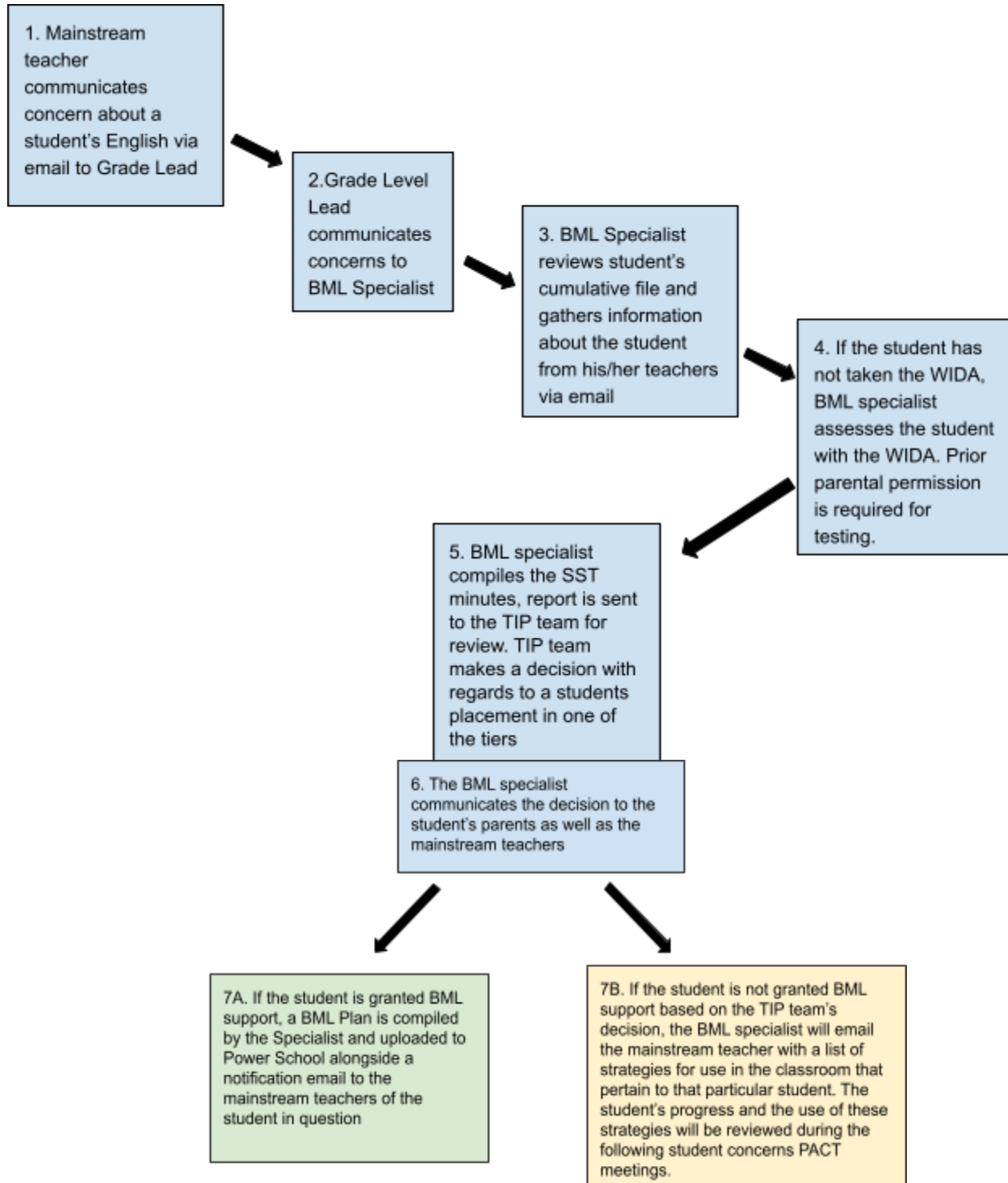
- Identities (explores the nature of the self and what it is to be human)
- Experiences (explores and tell the stories of the events, experiences, and journeys that shape our lives)
- Human Ingenuity (explores the ways in which human creativity and innovation affect our world)
- Social Organization (explore the ways in which groups of people organize themselves, or are organized, through common systems or interests)
- Sharing the Planet (explores the challenges and opportunities faced by individuals and communities in the modern world)

3.3 Referral System for Placement in the BML Program

BFIS offers BML services for students who qualify in grades K -12. New students are referred for BML support by the Admissions Team. The WIDA test (administered by the BML team) along with MAP test scores, Acadience results, and any other applicable internal assessments determine the placement of the individual student. Each identified student is re-evaluated on a yearly basis in June to measure their English language proficiency level for fall placement. If a student is identified as potentially needing language support during the school year, but is currently not receiving BML services, he/she is re-tested using the WIDA (prior parental permission for the WIDA test is sought via email), and a report is compiled and presented to TIP.

Students in Middle and High School qualify for BML support based on the decision made by the TIP and BML team. This decision is in turn based on an extensive, confidential report prepared by the BML Specialists which states the level of support (tier 1, 2, or 3) recommended for that particular student.

The decision regarding the level of BML support is communicated to the parents of a particular student via email. If a student qualifies for BML support, a BML Plan will be compiled by the BML Specialist, approved by parents and uploaded to Power School where it can only be viewed by the teachers and the administration team.



3.4 Roles and Responsibilities of BML Specialists

BML specialists are to provide targeted, standards-based English language instruction to BML students. In addition, they will work closely with classroom teachers to determine students' needs and generate support materials for use in the mainstream classroom. Also see Appendix 4 for case management responsibilities.

BML Specialists are responsible for:

- Promote the celebration of multilingualism by placing value on the students' home languages and connected to the IB LEarners Profile and ATLs. For example, a student who speaks 3 languages is a communicator and inquirer with multiple contexts for learning allowing them to nurture an international mindset.
- Assessing current and prospective students' level of English
- Collaborating with the Admissions Team and making recommendations with regards to prospective students
- Determining and providing direct and indirect BML support
- Supporting mainstream teachers with specific strategies aimed at providing BML Learners access the mainstream curriculum
- Compile a BML Plano to be shared with parents and the students' teachers
- Evaluating and reporting on student progress at the end of every term
- Acknowledging and valuing first language proficiency (home language) and advising parents on strategies with regards to language development

3.5 Accommodations and Modifications

Accommodation/ access arrangements are a way of supporting the student to access the curriculum taking into account a student's language development. The access arrangements do not change the requirements of the course or the standards the student must meet. Recommended accommodations and modifications based on language level are listed in each student's learning summary. This level is then used to see if the criteria for eligibility is met based on the most current IB Access and Inclusion Policy.

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	- specialized or technical language reflective of the content areas at grade level - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level - oral or written communication in English comparable to English-proficient peers
5- Bridging	- specialized or technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports - oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	- specific and some technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs - oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	- general and some specific language of the content areas - expanded sentences in oral interaction or written paragraphs - oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	- general language related to the content areas - phrases or short sentences - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	- pictorial or graphic representation of the language of the content areas - words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support - oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Section 4: Counseling Services

4.1 Overview

Counseling Mission

It is a particular aim of BFIS to best meet the diverse needs of our student population by creating a comprehensive strategy to optimize learning. To this end, there are a number of Student Services available to students depending on their need and age. Our counselors at Elementary, Middle and High School help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognize and manage their own emotions. We offer counseling to all students at lunchtime drop ins and on a more regular basis to those identified through the TIP process.

The counseling we provide is based on a short term model of intervention that seeks to create capacity not dependency. This means that each case is reviewed after 6 to 8 weeks (often much more regularly) to ensure that the counseling we are providing is meeting the needs of the child or young person. Where the student needs longer term, therapeutic support we would refer to an outside agency.

The School Counselors at BFIS use the International School Counseling Model as a guide for supporting students.

The BFIS comprehensive counseling program:

- Supports the BFIS mission, vision and values
- Addresses academic, career, personal/social needs and nurtures global awareness
- Creates a safe and nurturing environment for all students
- Is preventative in nature and developmentally appropriate
- Follows the International Model developed by the International School Counseling Association

The BFIS Counseling Department believes:

- All students contribute to the community.

- Students often possess the solutions to their own problems and that when they are given guidance and a chance to reflect and talk in a safe environment, they will be able to articulate their feelings and develop strategies for success.
- Challenges and failure should not be feared, but embraced and used as tools for further learning.
- Self-esteem and academic performance are intricately linked
- Good schools educate not only the mind, but the character of each student.
- Counselors play a key role in helping students reflect upon and develop compassion, courtesy, curiosity, and openness to diversity en route to becoming responsible global citizens.

The counselors at BFIS believe that all students:

- Should have access to the counselor
- Should feel welcome, safe, cared for and valued within the BFIS community
- Can be successful at school when provided appropriate support specific to their individual needs
- Are capable of change and growth

All BFIS counselors:

- Are available to collaborate with students, teachers, parents, administrators and outside professionals
- Implement programs to support the social-emotional, academic and career development of all students as well as respond to arising needs and situations
- Should have access to current resources and professional development

4.2 Counseling Program at a Glance

School counselors use the four components below to systemically deliver the program. I. Guidance Curriculum II. Individual Student Planning III. Responsive Services IV. System Support				
Core Counseling Curriculum				
	Early Childhood	Elementary	Middle School	High School
College & Career Planning				x
Core Counseling Curriculum	x	x		x
Advisory			x	
Human Development		x		
Individual Student Planning				
Group Counseling		x	x	x
Short-term individual counseling	x	x	x	x
New student groups		x	x	
Responsive Services				
Group Counseling		x	x	x
Short-term individual counseling*	x	x	x	x
Academic Support		x	x	x
System Support				
Transition Support	x	x	x	x

Member of Tiered Intervention Program	x	x	x	x
Admissions Support	x	x	x	x
School-Wide Social-Emotional Learning Activities	x	x		

* It should be noted that it is not appropriate or ethical for a school counselor to offer long-term therapeutic counseling at school. Additionally, if a student is receiving treatment outside of school, the school counselor's responsibility is to support that work, not duplicate or provide additional intensive counseling at school. In this context we need to work in collaboration with specialists outside of school to support students and parents.

4.3 School Counseling Program Activities

A school counseling program recommends counselors spend most of their time in direct service to students. Therefore, school counselors' duties are focused on the overall program delivery through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support. Prevention education is best accomplished by implementing core counseling curriculum in the classroom and by coordinating educational program presentations such as conflict resolution and tolerance/positive community programs at school sites.

Recommended Activities for School Counselors	Not Recommended Activities for School Counselors
Individual student academic program planning	Registration and scheduling of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating or administering cognitive, aptitude and achievement tests
Counseling students who are tardy or absent	Responsibility for signing excuses for students who are tardy or absent
Counseling students with disciplinary problems for follow up	Performing disciplinary actions (see after discipline)
Counseling students as to appropriate school dress	Sending students home who are not appropriately dressed

Collaborating with teachers to present guidance lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for better management of study halls	Supervising study halls
Ensuring that student records are maintained as per school regulations	Clerical record-keeping
Assisting the school principal with identifying and resolving student issues, needs and problems	Assisting with duties in the principal's office
Working with students to provide individual, small- and large- group counseling services	Work with one student at a time in a long term therapeutic, clinical mode
Advocating for students at individual education plan meetings, student study teams and school attendance review boards	Preparation of individual education plans, student study teams and school attendance review boards
Disaggregated data analysis	Data entry

Source: ISCA Model, 2011

4.5 Personal Counseling

Personal counseling is available to all students to assist them in managing the normal developmental issues that arise during adolescence. The MS/HS counselor can help students to enhance self understanding and to learn effective problem solving skills so that they are better equipped to deal with the variety of concerns that adolescents encounter. Students, staff, or parents may initiate short term individual counseling sessions. When warranted, referrals may be made to appropriate community resources.

Some of the issues and concerns that may be addressed include:

- Academic Performance
- Peer Relationships
- Transition / Adjustment Problems
- Social Pressures
- Emotional Concerns
- Family Conflicts

- Community Influences

4.6 Academic Counseling

Academic counseling is available to all students to help them understand their individual strengths, to set goals, and to assist them in planning an appropriate program of studies. Counselors, teachers and parents will work together to support and encourage all students in reaching their full potential.

Some of the areas in which a counselor can work with students and parents are:

- Planning an academic program relevant to student's interests and abilities
- Assisting students in selecting appropriate courses each year
- Checking each student's progress through a review of semester report cards and interim progress reports
- Consult with faculty regarding student performance
- Counseling students experiencing academic difficulty and developing strategies for improvement, including referrals to various academic resources at the school
- Being available to meet with parents of all students
- Reviewing credit status leading to graduation

4.7 College Counseling

BFIS students are educated to become lifelong learners and active, responsible citizens fully prepared to continue their studies anywhere in the world. Our graduates leave BFIS to attend colleges and universities all over the world.

Our College Counseling program is structured and specifically designed to help our students succeed in the college admission process in the US, Spain, UK and any country in both hemispheres. Our counselors will help our students navigate the process and stay on track, increasing their chances of getting into their top-choice college.

The college counseling process provides specialized guidance through individual student meetings, group sessions, workshops and visits from college representatives. Our students get this guidance starting in Grade 9.

4.8 Counselor's Role within the Tiered Intervention Process (TIP)

School Counselors are collaborative and active members of the Tiered Intervention Process Team (TIPT). The core work of school counselors at BFIS aligns with the TIP framework through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior. The ASCA Model for School Counseling identifies how the work of the counselor supports the efforts of the TIPT:

- Providing all students with a standards-based guidance curriculum to address universal academic, career and personal/social development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff
- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators about TIP design and implementation

The Whole School Support Team Lead oversees the administrative details of TIP such as scheduling initial and follow-up meetings, arranging coverage when necessary to allow teachers to attend the meetings, maintaining documentation of action plans, and following up with teachers concerning the proposed intervention. The School Counselor attends each meeting in her/his division to support the social-emotional learning needs of each student.

4.9 Pupil Behaviour Risk Assessments and Audit

The Pupil Behaviour Risk Assessments and Audit are a pair of plans we complete when a pupil's behavior causes risk to themselves or others in the school environment. The Pupil Behaviour Risk Assessments Audit is completed at the beginning of the process when the risk has first been identified or a concern has been raised. This audit places the risk into a percentage and thus a category of risk (High/Medium or Low). With this done we then do a Pupil Behaviour Risk Assessment. This is a more detailed record of the different risks the behavior poses and to whom. It also includes interventions current and planned that are designed to reduce the level of risk. This assessment is then reviewed on a regular basis.

4.10 Functional Behaviour Assessments (FBA) and Behaviour Intervention Plan (BIP)

When a student demonstrates behavior(s) that have a negative effect on their learning, sometimes we conduct a Functional Behavior Assessment (FBA) to gather more data about the

given behavior. This may include, but is not limited to, the following: Motivation Assessment Scales, Antecedent-Behavior-Consequence (ABC) data, record reviews, teacher and/or parent questionnaires. This process is integral in determining the function or cause of each given behavior and identifying any underlying issues that may be having an effect on the student, and therefore influencing behavior.

Once sufficient data has been collected, and a function of the behavior has been determined, a Behavior Intervention Plan (BIP) can be developed (see appendix 9). This document clearly identifies the target behavior(s), potential triggers, past attempted strategies and their outcomes, and current proactive strategies, reinforcement, and consequence procedures.

The WSST believes in Behavior Plans that encourage all staff working with students to first examine their own behavior and teaching practices, and then to examine the learning environment to identify areas of change. Behavior plans are not designed with the expectation that a student will change their behavior but that we are the agents of change in their lives. It is our teaching and environmental changes that help shape the student's behavior. The WSST works closely with teachers to support them in this process.

4.11 Internal Student Counseling Referrals

The environment in each divisional counseling office is one of openness. All students are welcome to come to the counseling office at any time. Throughout the year counselors are available and participate in faculty meetings, grade level meetings, parent teacher conferences and orientation gatherings and student assemblies.

Not one specific referral process is utilized, rather to ensure students and families have open access to counseling support, referrals can be made through formal and informal means:

- drop-in
- self-referrals
- teacher referral
- parent referral
- student pull-outs
- TIP meetings

4.10 Process and Procedures for External Counseling Referrals

BFIS Counselors collaborate with outside resources and agencies, both public and private. BFIS follows the International School Counselor Association's (ISCA) Ethical Guidelines for appropriate referrals and advocacy as follows:

- Collaborate with all relevant stakeholders including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- School counselors provide multiple referral options and are careful not to indicate an endorsement or preference for one counselor or practice.
- School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- Connect students and parents/guardians with services while remaining aware of confidentiality.
- Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.
- Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

4.11 Transition meetings between counselors and teachers

For students making the transition from one division to the next, counselors meet with the appropriate divisional counselor(s) and go through the caseload flagging students of concern regarding academic, and behavioral or social issues. These meetings take place in the second half of May each year. Information is passed verbally from one counselor to the other counselor. No documentation is passed unless it is necessary and the counselors feel it would be useful in the transition process. However, documentation is passed along from elementary to middle school regarding all students and their academic program.

Process for Documenting Child-Protection Issues

When there is a question as to the safety of a student at BFIS, the divisional counselor is the first point of contact. After a child protection concern is brought forward, a risk assessment is performed by the counselor. If the risk assessment produces evidence that the child was the victim of abuse or neglect or that there is risk of harm to the student or others, the incident is reported to the divisional principal and the [Child Protection Reporting Flow Chart](#) for child protection is followed.

The counselor's role in the child protection process is case specific and can vary depending on the circumstances. Case notes kept during child-protection investigations by the counselor and divisional administration are then shared with the director.

Section 5: Appendix

5.1 Ethical Guidelines

Ethical Guidelines in School Counseling

Counselors at BFIS adhere to the Ethical Standards outlined by the International School Counseling Association and American School Counseling Association. These guidelines can be found in: <https://iscainfo.com/Code-of-Ethics>

Confidentiality

Confidential information is frequently shared among a student's educational team. The purpose of sharing confidential and sensitive information is to better understand how a student learns. It is a professional obligation of all BFIS faculty members to protect confidential information.

It is expected that all faculty respect the confidentiality of student information.

- Confidential conversations will take place in secure locations.
- Confidential information will not be left in public areas.
- Educational psychological evaluations may be shared only with those teachers currently working with a student and will be maintained in a locked cabinet.
- Learning Summaries will be available on Powerschool or Google Drive for grade level teachers to see as needed
- BFIS will not forward confidential records to other schools or outside agencies without the written consent of the student's parent/guardian.
- BFIS staff will obtain the written consent of the student's parent/guardian before communicating with any outside agency or professional.

BFIS School Counselors will follow the ethical guidelines concerning confidentiality outlined by the American School Counselors Association, as this is considered best practice around the world. <https://iscainfo.com/resources/Documents/EthicalStandards2010.pdf>

5.2 TIP Student Minutes

School Student Support Team Minutes

In Attendance:	
Student:	Grade:
Meeting Goal:	

Updates:

Testing Results (if any):

Student Strengths:

Student Needs:

SST Recommendations:

Action Plan:

What	Who	When

Next Meeting/Follow-up Date:

5.3 Learning Summaries

Name:		Grade:	
D.O.B		Preferred Pronoun:	
Languages:		Case Manager:	
Evaluation Dates:		Medical/ Medications:	
Exceptionality:			
Behavior or Attendance Concern			

Summary of Strengths and Interests
•

Classroom Concerns (Based On Interviews and Observations)
•

Assessment/Exam Arrangements	
------------------------------	--

Essential Classroom Strategies/ Accommodations
•

Additional Classroom Strategies/ Management- ATL Skills
•

GOALS	Intervention Strategy	Progress
•	•	Date: Met Approaching Does not meet Date: Met Approaching Does not meet

SST PROGRAMS AND SERVICES		
Trimester 1	Trimester 2	Trimester 3

Summary of External Assessments- Evaluation Results

Summary of Internal Assessments- Evaluation Results						
Measures of Academic Progress (MAP)						
	Math	Math Growth %	Reading	Reading Growth %	Language	Lang. Growth %
Fall 2021						
Present Academic Level/ Present Functional Level (Teacher and Parent input)						

RECOMMENDED EXTERNAL PROGRAMS AND SERVICES
•

SOCIAL AND EMOTIONAL STRATEGIES
•

Other Concerns (Parent) and Updates

PARENTS MEETINGS		
Date	Parties involved	Provision received/comments and next steps

5.4: Case Manager Responsibilities

CASE MANAGER RESPONSIBILITIES

It is the case manager's responsibility to ensure that services are provided to the child as outlined in the child's IEP/Learning Summary and make a good faith effort to assist the child to achieve the goals listed on the IEP /Learning Summary.

GENERAL DESCRIPTION

A case manager is a licensed teacher or related service provider who is a member of the SST team and is responsible for coordinating instruction and related services for the student. The case manager will coordinate the delivery of services and will be the primary contact for the parent and student.

The primary responsibilities of the case manager are to:

- assure compliance with procedural requirements.
- communicate and coordinate among home, school, and other agencies, regular and educational programs
- facilitate and support communication of the child's accommodations
- support classroom staff in understanding the accommodations and support for their assigned students
- Attend SST /TiPT Team meetings.

Responsibility #1: Student Support Due Process

Case managers will meet and monitor the established SST due process. This may consist of a review of a student(s) education file, evaluation reports, and any part of the evaluation and IEP/Learning Summary on a yearly basis.

- Review all IEPs of students on your caseload prior to the beginning of school.
- Create on a yearly basis SMART Goals written in a measurable format
- The IEP/Learning Summary should include at a minimum:
 - Student information
 - Strengths/Challenges/Needs
 - Classroom Strategies
 - Assessments (including MAPs and WIDA Testing)
 - Modifications and Accommodations (including consideration of assistive technology and DP/Alternate plan as necessary)
 - Services (Frequency per week). Can be divided by semesters
 - Co-construct and/or include feedback from both student and parent when developing the goals

- Parent meeting dates
- Report individual student achievement according to the standard in the school based on documentation of student progress (from report card/progress on MAP or other yearly assessments etc.)

Responsibility #2: Working with Parents and Students

- Hold two annual meetings every year once at the beginning and once at the end of the year.
 - The meetings need to be formally documented.
- At the beginning of the year, share the new IEP/Learning Summary with the parent and have an end-of-year meeting to establish if goals were met and plan the next steps for the child.
- Create a tentative schedule of all your parent meetings
- Establish a mechanism to communicate with parents [FORM](#)
- Responsible for IEP development/Learning Summary, progress reporting, and overall communication with parents.
 - Upon the receipt of an evaluation develop IEP/Learning Summary with both parent and student feedback
 - Share final LS/IEP with the parent, student, and student's teachers. Email to parents as PDF and teachers

Responsibility #3: Organization

- Update the learning support register
- Upload the students' most recent evaluations and the updated learning summaries to PowerSchool
- Newly enrolled students learning summaries and parent meetings must be completed within the first 30 days of school.
- Establish and maintain the student's file. Two separate files, one for Evaluations and other for Learning Summaries
- Completes all reports in a timely manner
- Assures that all materials and services are in place for the student.

Responsibility #4: Communication

- Communicate all decisions, plans, and policies to parents, team members, and advocates.
- Communicate the needs of the student's safety and welfare and provide support to ensure all teachers and service providers for each student have reviewed the student's IEP/Learning Summary and that they understand their responsibility for service and complete the Signature Log for IEP Teachers/Service Provider.
- Establishes ongoing communication with parents for student progress and/or concerns.

- Documents parent communication plan and establish a system of documentation of contacts
- Keep parent contact logs to document parent communication.
- Hold two annual meetings with the family to review the new IEP/Learning Summary
- Join your child's PTC's as needed, this does not take place in lieu of the annual parent meetings.
- Create parent/team agenda and keep document minutes for all yearly meetings.

Responsibility #5: Classroom Management

- Review and collaborate with classroom staff on the following:
 - Student Health and Safety Plans as well as any concerns/student responses
 - Student learning exceptionalities
 - Communication systems or specific strategies for the student
 - Specific student needs to support progress
 - Behavioral Intervention Plans
 - Classroom Records
 - Attendance
 - Documentation charts/reports for student achievement
 - Continuous Improvement and Monitoring Plan forms
 - Schedules
- Ensure students and staff know how to use personal and /or school equipment to support academic achievement (i.e. a reading pen).

Responsibility # 7: TIPT/ SST /Grade Member- Team meetings with content teachers may include the following tasks

- Collaborate with staff regarding pre-referral interventions
- Notify team members who need to attend the meeting.
- Establish meeting times with parents and send out meeting notices.
- Follows school guidelines for the identification, assessment, and individual educational plans for students qualifying for or receiving services.
 - For EAL classification, students will need to be tested with WIDA, and language proficiency must be established based on R, W, S, L scores.

Responsibility #8: Curriculum

- Develop or incorporate curriculum learning components based on student needs
- Develop and implement accommodations and modifications (as needed and confirmed by TIP process) for each student
- Support a universally designed curriculum that is inclusive, fair and accessible for all IB learners
- Take into consideration planned access and adaptations (inclusivity and accessibility for groups of students who would need specific access) and student well-being

- Draw upon the full range of ways of knowing and incorporating experiences, contribution and histories from across cultures, nationalities, backgrounds, identities and perspectives
- Ensure representation across cultures, nationalities, identities and experiences.
- Provide assistive technology as defined in the Evaluation / IEP/Learning Summary.
- Establish and implement a DP/Alternate plan for 10th-11th grade students assigned to you as needed or identified by student performance or adverse circumstance.

Responsibility #9: Instructional Design, Development, and Delivery

- Establish student baselines before instruction.
- Plan the instructional delivery and presentation of your lessons.
- Document student response to curriculum.
- Provide interventions, accommodations, and/or adaptations for student achievement
- Work with counselors on a behavioral management plan as needed

Responsibility #10: Professional Development

- Engage in Professional Development in the most up to date practices
- Participate in school wide in-service/training

5.5: Consent To Release of Student Information

I authorize the Benjamin International Franklin School (BFIS) to obtain records pertaining to previous and current education and/or medical status of my child. This may include:

- ☐ School Records
- ☐ Medical Examination Records
- ☐ Diagnosis
- ☐ Psychological Evaluations
- ☐ Speech/Language Evaluations
- ☐ Consultations/Observations
- ☐ Other evaluations: _____

This consent will allow open communication between the independent outside organization and BFIS.

The following organization or individual has the permission to release information to BFIS (please include all relevant contact details):

Provider's Name		Provider's Name	
Service Provided		Service Provided	
Contact Number		Contact Number	
Email		Email	

Student's Full Name	
Grade	
Date of Birth	

The following personal data collected about my child will be:

	Personal data processed by BFIS to teach and counsel (personal data, academic records, teacher and staff observations and concerns, behavioral issues on and around the campus and any of the discussions of any evaluations that may be helpful in the necessary collaboration to better understand and support the student).
--	--

	Sensitive Personal Data (Special Category Data): health related information BFIS processes to teach and counsel.
--	--

1st Parent Parent /Guardian Full name		2nd Parent Parent /Guardian Full name	
Signature		Signature	
Date		Date	
DNI /NIE /Passport		DNI /NIE /Passport	
Contact Email		Contact Email	
Phone Number		Phone Number	

This consent is good for one year or until _____. I understand that I may withdraw consent at any time.

** Should only one parent sign, he/she declares they are acting on behalf of the non-signing parent, exonerating BFIS of any responsibility.*

CONSENTIMIENTO PARA LA CESIÓN DE DATOS PERSONALES

Autorizo a Benjamin International Franklin School (BFIS) a obtener registros relacionados con la educación anterior y actual y/o el estado médico de mi hijo. Esto puede incluir:

- ☐ Expediente educativo
- ☐ Registros de exámenes médicos
- ☐ Diagnóstico
- ☐ Evaluaciones psicológicas
- ☐ Evaluaciones de Habla/Lenguaje
- ☐ Consultas/Observaciones
- ☐ Otras evaluaciones: _____

Este consentimiento permitirá una comunicación abierta entre la organización externa independiente y BFIS. *La siguiente organización o individuo tiene permiso para divulgar información a BFIS (incluya todos los datos de contacto relevantes):*

Doy mi consentimiento **expreso e inequívoco** para que BFIS ceda a:

Nombre Completo de Proveedor:		Nombre Completo de Proveedor:	
Tipo de Servicio:		Tipo de Servicio:	
Numero de Contacto:		Numero de Contacto:	
Email:		Email:	

Por favor, rellene y firme el siguiente formulario como prueba de que consiente a Benjamin Franklin International School – Fundación Privada Benjamín Franklin (en adelante BFIS) para que ceda datos personales de su hijo/a.

Nombre del alumno:	
Curso:	
Fecha De Nacimiento	

Los siguientes datos personales de mi hijo/a:

	Datos personales tratados por BFIS para el desempeño de la función docente y orientadora (datos personales, información académica, observaciones, evaluaciones, etc...)
	Categorías especiales de datos tratados por BFIS para el desempeño de la función docente y orientadora (datos de salud: informes psicológicos, pediátricos, etc...)

Nombre Completo Padre/Madre/Tutor Legal 1		Nombre Completo Padre/Madre/Tutor Legal 2	
Firma		Firma	
Fecha		Fecha	
DNI /NIE /Passport		DNI /NIE /Passport	
Email		Email	
Numero de Telefono		Numero de Telefono	

Este consentimiento es válido por un año o hasta _____. Entiendo que puedo retirar el consentimiento en cualquier momento. * En caso de no firmar ambos padres/madres/tutores, el padre/madre/tutor firmante declara que actúa con el consentimiento del otro, exonerando de cualquier responsabilidad a BFIS.

5.6 [Student Referral Form](#)

5.7 Psycho or Neuro Educational Evaluation Checklist

To help make informed decisions about a child's educational well-being, an assessment provides a learning profile to assist with identifying specific areas of strengths and challenges relative to a

child's own abilities and the school setting.

Testing will require measures of the following as determined by BFIS Support Services:

- ☐ Psychological-Educational Evaluation (Standard Score format)
- or
- ☐ Neuropsychological Evaluation (Standard Score format)
- ☐ Cognitive Profile (in native language) translated into *English* (unless the report is in *Spanish*) (Standard Score format)
- ☐ Academic achievement in reading fluency, math fluency, and written expression (in English language)
- ☐ Literacy _____
- ☐ Processing (speed, visual, auditory, memory) (Standard Score format)
- ☐ Speech and Language
- ☐ Fine motor
- ☐ Gross motor
- ☐ Sensory
- ☐ Attention and Executive Function
- ☐ Social / emotional
- ☐ Vision testing
- ☐ Auditory
- ☐ General Health Check-up
- ☐ Developmental
- ☐ Behavior Scale
- ☐ Testing should be reported by in standard score format
- ☐ Grade/Age Equivalent
- ☐ Other _____

An evaluation is recommended when a child has never been tested before or when test results are outdated (more than three years). It is required for determining a profile of strengths and weaknesses, the presence of a diagnosis, such as a learning disability, as well as for determining eligibility for enrollment or for accommodations at school or for standardized testing (e.g. ISEE, SAT, ACT, IB).

An evaluation should include recommendations for the child, family and school which may include suggestions for accommodations that will help the student meet curriculum standards.

5.7 List of External Service Providers and Agencies in Barcelona

List of External Service Providers and Agencies in Barcelona

The following list is solely for informational purposes and is by no means exhaustive. The persons or therapists are not listed in any particular order besides alphabetical. The Benjamin Franklin International School does not sponsor, endorse, or otherwise approve any of the services listed below. BFIS does not warrant the accuracy and completeness of the list and use thereof is at your own risk.

The list is compiled with the intention of informing our parents of some services available in Barcelona.

Please see the last pages of this document for requirements for the IB psychological/psycho-educational reports.

Type of Service	Agency		Language(s) Spoken	Other Services	Telephone	Email/ Website
Educational Psychologists <i>Used for psycho-educational evaluations for IB and for evaluating and diagnosing learning disorders. Many centers can provide a range of services.</i>	Paido- Dexeus (Hospital)		Spanish, Catalan	OT, SP	93 205 57 57	https://pediatriadexeus.com/es/
	UTAE- San Joan de Deu (Hospital)		English, Spanish, Catalan	OT, SP	93 600 97 63	https://www.sjdhospitalbarcelona.org/en/medical-services/school-learning-disorders
	Anne Fundacio		Spanish, Catalan	ST	932 05 66 11	https://www.annefundacio.org/
	Avanza Fundacion		English, Spanish, Catalan		93 211 10 95	http://avanzabcn.com/en/home/
	Centro Medico Teknon		Spanish, Catalan		93 290 64 02	https://www.teknon.es/es/especialidades/sasot-llevadot-jordi/
	Centre Passeig de Gracia		English, Spanish, Catalan		934 51 59 40	https://www.centropaseodegracia.com/
	Education Plus		English, Spanish	LS	933 482 817	https://www.edplusbcn.com/

	Equip ADN		Spanish, Catalan	OT, ST	info@equipadn.com	https://www.equipadn.com/professionals/
	Gabinete Baron Buxo		Spanish, Catalan	ST	603 322916	https://www.equipadn.com/professionals/
	Guttmann Barcelona		English, Spanish, Catalan	OT, ST	933 51 22 11	https://barcelona.guttmann.com/en
	IDAPP		Spanish, Catalan	ST, SS	93 200 56 85	https://www.idapp.es/infanto-juvenil/dificultades-de-aprendizaje
	Trivium Gracia		English, Spanish, Catalan	LS, OT, ST	93 217 48 38	https://trivium.cat/es/
	Tot Terapia		English, Spanish, Catalan	LS, OT, ST, SS	93 0160048	https://en.totterapia.com/

5.8 Weighted Equipment Guidelines For Staff and Parents

Weighted equipment, designed to support a child's sensory processing needs, should only be utilized after an assessment and recommendation by an occupational therapist. It should be integrated into an overall strategy aimed at helping the child manage their sensory requirements.

☐ **Consent**

Consent should be granted by parents and the child, where applicable, before any weighted equipment is issued.

☐ **Observations during use**

Those working with the child should watch for any negative reactions shown by the child when using the weighted equipment, these could include:

- Difficulty breathing
- Nausea
- Increase in temperature
- Any behavioral signs or physical reactions demonstrating the child's discomfort or anxiety.

If any of these signs are observed then the use of the equipment will stop immediately and the signs will be reported to the occupational therapist.

Assessing Safe Weight

However, good practice suggests that the equipment should be as light as possible, whilst still achieving any agreed outcomes. Weighted equipment is recommended on a child-by-child basis and should only be used with that child following the assessment stated above. It is recommended that a weighted blanket should be no more than 10% of the child's body weight. Manufacturers recommend that a weighted vest should be between 5 and 10% of the child's body weight

- A 20 Kg child should not use a weighted blanket exceeding 2kg, which is the maximum weight
 - A lighter weight should be trialed initially
- A 20 Kg child could wear a weighted vest between 1 and 2 Kg but not exceeding 2 Kg

- The weight should be evenly distributed across the child's body

Duration of Use

Weighted equipment as stated above should only be worn for short periods of time to reduce the diminished returns.

- The equipment should NOT be used or worn for longer than 20 minutes at a time
- Weight should be evenly distributed to ensure no orthopedic deformity, stress or misalignment occurs
- Those supporting the child should monitor for any significant change in the child's weight and adjust the weight of the equipment accordingly.

Weighted equipment is to be used for the following therapeutic purposes:

- To support self-regulation
- To lower heightened state of arousal
- To reduce anxious or agitated behavior
- To support attention and function during daily activities

Weighted Equipment must NOT be used:

- Over the head or in any other manner that could lead to suffocation
- Without a full individualized assessment by a qualified therapist
- As a method of restraint
- To restrict movement
- If there are respiratory, cardiac or circulatory concerns
- If the individual has broken skin or open wounds
- To cover the individual's head when sleeping

Looking After Weighted Equipment

Weighted Equipment:

- Must be maintained in accordance with the Manufacturers' Guidelines
- If fabric is not fire retardant, it should be kept away from flames, cigarettes and should not be placed on heaters or radiators.
- Should not be used if the material is ripped or if any weighted material comes out of the sacks/casing

- Should be checked every time before it is used to ensure its integrity
- Should be stored out of direct sunlight and when not in use it should not be accessible by the young person
- Should be washed according to the manufacturer's instructions
- If the weighted equipment is damaged, then it should not be used

Weighted Equipment Permission Slip

Dear [Parent's Name or Guardian's Name],

I, the undersigned, grant permission for my child, [Child's Name], to use weighted equipment as part of a sensory processing strategy to assist with their sensory needs. I understand that the use of weighted equipment is part of an overall approach to help my child manage their sensory needs effectively.

By signing below, I acknowledge and consent to the following:

- I have been informed about the purpose and benefits of using weighted equipment for my child's sensory needs.
- I understand that the equipment will be used for therapeutic purposes, including but not limited to supporting self-regulation, reducing heightened states of arousal, and improving daily functioning.
- I understand that my child will use the weighted device as part of an intervention plan that is documented to outline the duration (timeline) and purpose/intent of its use.
- I agree that the equipment's weight will be assessed and adjusted according to my child's individual needs, following an evaluation by a qualified occupational therapist.
- I understand that the equipment should not be used for more than 20 minutes at a time and will be closely monitored during use.
- I acknowledge that any negative reactions, such as difficulty breathing, nausea, increased body temperature, or signs of discomfort or anxiety, will result in the immediate discontinuation of equipment use.
- I agree to inform the school if any circumstances change regarding my child's health or condition that may affect their use of weighted equipment.

Start Date of Plan	
Student Legal Name	
Student Date of Birth	
Weight of equipment	

Indications for Use (i.e. student is agitated, student seeks deep pressure, etc)

Instructions for Use (i.e. maximum 20 minutes on at a time, then off for at least 20 minutes).
<i>The equipment should be used during specific activities such as seatwork, circle time, walk to office, etc. The equipment should not be used during gym, or lunch breaks. The equipment should not be used if the child is unsupervised.</i>

I am aware that it is my responsibility to promptly inform the school of condition that may affect their use of weighted equipment.

any changes in my child's

Parent's/Guardian's Name:		Date:	
Child's Name:		Grade:	
Parent's/Guardian's Email:		Phone:	

Medical Information (if applicable):

[Please specify any relevant medical conditions, allergies, or other important information here.]