

American School of Yaoundé



Inclusion Policy

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Part 1: Vision, Mission, and Core Values

Our Vision:

We empower students to excel, to embrace their individual passions, and become engaged, caring, fulfilled global citizens who will positively impact society.

Our Mission:



Core Values

Growth: We value and support the holistic growth of all members of our community Diversity:

We value the diverse abilities, identities, and cultural backgrounds of all people Service: We

value a culture of altruistic service and empower each other to affect positive change in partnership with our local and global communities.

International Mindedness

International Mindedness at ASOY is a celebration of diversity, a cultivation of empathy, and an engagement in local and global issues of importance.

Part 2: Principles and Aims

The principles and aims of the ASOY Inclusion Policy are:

- To motivate all students to learn in the most equitable environment possible. ➤ To pursue learning access in the least restrictive environment in the classroom. ➤ To design learning plans that challenge students at their level depending on need (i.e. learning support, ELL, social-emotional or behavior).
- To encourage continual individual progress of students with regular goal setting and reflections by students and teachers.
- To use a collaborative approach to inclusion practices including classroom teachers, learning support specialists, school counselors, school leadership, parents, and students.
- To promote a school-wide respect for all learners regardless of their background, acknowledging each learner's strengths and areas for growth.
- To closely monitor student learning and continually adjust teaching practices in response to students' needs.
- To maintain and update records and inform stakeholders of any issues or significant advancements as needed.
- To recognize that inclusion is always a work in progress and seek to further develop the school culture around inclusion.

Part 3: Inclusive Practices at ASOY

- Advisory: The Advisory Program supports the counseling department through lessons that develop character, empathy, self and social awareness, and communication.
- Differentiation in the classroom: teachers offer differentiated instruction to meet a variety of needs and abilities of the students by:
 - Identifying different abilities in the classroom and offer individualized support for students
 - Using a variety of instructional strategies to meet diverse learning styles such as choice for reading selection, use of graphic organizers for organization and brainstorming, use of leveled texts for reading, and modes of Information and Communication Technology (ICT) for response.
 - Providing a range of assessments that allow students to demonstrate what they have learned in different ways.
 - Offering extension activities and assessments for students who demonstrate and express a desire for challenge.

- ASA: After School Activities
 - A variety of clubs, athletic programs and activities are offered for students K-12.
 - Students may choose activities that suit their interests.
 - Faculty and staff volunteer to facilitate ASA's.
 - When conducive, professionals and experts are invited to campus.
- Teaching and Learning
 - Limited access to the internet outside school requires teaching and learning through technology to happen primarily in school.
 - Mother Tongue Learning (See [Language Policy](#)) - Multilingualism is supported and utilized to support learning for students who enter school with limited proficiency in the primary language of instruction (English).
 - The presence of a Tech integrator who works with PYP teachers to expand teaching and learning opportunities.
 - Efforts are made to identify students who need support.
- Parental Involvement and Communication
 - Parents are provided access to learning management systems to monitor their students progress and as a method for teachers to communicate with parents. ○ Parent teacher conferences are utilized for parents to meet with teachers and ensure one-on-one communication happens throughout the school year.
- Student Council:
 - Lower School
 - Promote elementary school engagement through activities such as
 - bi-monthly assemblies, grounds improvement acts, and playground reorganization for efficiency.
 - Upper School (Middle and High School)
 - Promote whole upper school engagement through activities such as spirit week, competitions, and community service drives.
- Professional Development for teachers (p. 21 Faculty and Staff Handbook) ASOY has annual professional development plans by which faculty may receive professional development funding and continuous internal time to develop as a practitioner.

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Part 4: Programs of Support Offered:

Learning Support:

Supports students by coordinating assessment to identify learning strengths and challenges,

creating learning opportunities and access, composing learning plans, and applying accommodations and modifications through various modes of delivery by pushing into classes, individual sessions, and small groups.

ELL:

Supports students by assessing English language levels, supporting teachers with lessons and resources, and teaching individuals and small groups to promote English language acquisition. ELL support is provided to students who have varying degrees of proficiency in English based

on WIDA testing and evaluation at various intervals and uses strategies such as pull-out, push-in, or small-group instruction.

Counseling Services:

Supports social emotional learning, the Advisory program, and college and career readiness. The K-12 counseling program promotes inclusiveness through providing individual and group counseling in social skills, communication skills, emotional regulation and a variety of other psychosocial challenges that can impact a child's successful integration.

Assessment Access Arrangements:

Supports students by assisting with applications for access arrangements for the IB examinations for qualifying students.

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Part 5: Student Support Team, Identifying Students of Concern, and Types of Intervention

5.1 The Student Support Team (SST) identifies students of concern who need interventions to address specific needs. SST includes learning support teachers, ELL teachers, counselors, administrators, and classroom teachers in consultation with parents and other professionals (as required).

- The main goals of SST are to improve the quality of education, which focuses on access to learning and differentiation in the classroom, and to support teachers in aiding students in acquiring academic and social competencies in order to be successful at school.
- The SST considers and documents identified students of concern and interventions needed to support behavior, social emotional learning, learning difficulties, English language learning needs, or advanced challenges.
- ASOY communicates to parents the importance of being fully involved in their child's learning and helps parents comprehend the level of support and intervention strategies provided.
- Communication of information is transparent for all parties with copies of documents

and results of assessments (for example, IEPs, Behaviour Plans, English proficiency assessments, etc.) barring expressed confidentiality practices.

5. 2 Identifying Students of Concern:

The SST identifies students of concern by multiple means, including the following:

- Review of admissions files
 - Learning support reviews incoming admission files for notification of prior learning support or teacher comments from prior schools regarding academic concerns.
- Teacher Referral of students of concern (Appendix 1.1--see form)
- Individual Students of Concern (Appendix 1.2--see form)
- Parent Expression of Concern
 - Parents express concerns about their child's progress or academic concerns to the classroom teacher or learning support.

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- Yearly Pass Up Meetings
 - Teachers meet with the next grade level teacher and learning support to discuss students' progress and any student of concern prior to the next school year.
- Learning Support participates in regular rotation collaborations with the primary year program (PYP) teachers.
- Status of the Class Meetings
 - Learning Support and ELL departments meet with classroom teachers at the PYP, MYP, and DP level to discuss the status of the class three times a year.
- English language proficiency assessment (WIDA)
 - The ELL program identifies students with language concerns through the WIDA assessment.
- Grade level assessment such as Fountas and Pinnell reading, Dolch sight words assessment, and the Acadience math and literacy tests in the PYP.
- NWEA MAP Assessment (Grades 3-10)

5. 3 Types of Interventions

- Behaviour management is logged in the learning management system of the school,

ManageBac, with the specific type of behaviour identified and a follow-up action specified. Follow up actions are specifically outlined in the Student-Parent Handbook.

- Students and parents sign an essential agreement for student behavior to confirm knowledge of expectations.
 - Social emotional learning interventions are specific to the counseling department and remain confidential unless communication to stakeholders is necessary.
 - Learning support interventions include academic support with push in and pull out sessions, differentiated content, process, and product, use of academic scaffolding such as graphic organizers, extra time, read aloud, choice modes of response, ICT tools, and teacher consultations for modifications and accommodations applications so that every student is included, challenged, and successful.
 - ELL support interventions include teacher requests for consultations and access to resources on the shared google drive to support ELL applications in the classroom as well as support sessions with students in push in or pull out modes of instruction. Refer to the ASOY [Language Policy](#) and [Admission Policy](#) for details regarding the program.
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- Access Accommodations are provided at the Diploma Program (DP) level by an application process and requests to the International Baccalaureate Information System (IBIS) to apply for IB examination accommodations. The learning support department, counseling, and the DP coordinator work together to provide documentation and complete the application process.

Part 6: Learning Support Process

(1) Expression of Concern, (2) Learning Support School Actions & Levels of

Support 6. 1 Expression of Concern:

- Referral and Screening Procedures for Existing Students
Existing ASOY students are referred to the Student Support Team by means of the school's referral process and by the avenues outlined in section 5. 2 of this policy. The referral process is outlined in the Faculty and Staff Handbook and the referral form is available to staff on the school server and Google Drive.
- Referral and Screening Procedures for New Students
Admission records are reviewed to determine if prior learning support services are a part of an incoming student's record. If there is an existing learning support plan or indications of prior learning support, the learning support coordinator reviews the plan and consults the SST to determine next steps for internal or external assessments, interventions, or implementation of an existing learning support plan at ASOY.

6.2 Learning Support School Actions:

- Observations and Interventions:
 - Intervention Flow Chart--Appendix 2

- Referral to External Services and Support:

If additional information is needed to make a Learning Support enrollment decision, students are referred to an outside service provider, which can include assessment by educational psychological services or other medical service providers. Costs for external assessment are incurred by the parents.

Following external assessment, other types of external support can be recommended as deemed appropriate such as shadow teachers, speech therapy, or home tutors, with costs being incurred by the parents. ASOY does not hire tutors or shadow teachers for parents. The learning support department can assist parents with consultation services and management of shadow teachers who attend ASOY with students. These intervenors must meet current standards and practices of child protection mandates to be on the ASOY campus.

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- Enrollment in Learning Support:

It is the teachers (including learning support) who work with the student but also the vice principal, principal and Director who will decide on the eligibility for support. Data from observations, internal assessments, intervention sessions, and outside assessment are reviewed before enrolling a student in the learning support program. Parents have access to data obtained from assessment and observation and they have to give their consent to the Learning Support Department before any establishment of a student's learning plan.

- Types of Learning Support Plans

- Individualized Education Plan (template)--Appendix 4
- 504 Plan (template)--Appendix 5

The learning support coordinator writes the learning support plan, which is shared with parents and relevant parties at ASOY. Teachers are notified with a confidential mainstreaming document containing accommodations and modifications for reference.

- Mainstreaming Notification Template--Appendix 3

- Learning Support Levels:

A Learning Support Level of Support is attributed to any student who is enrolled in this program.

Level 1: Intervention Support

The Learning Support Department supports teachers, as resources allow, with in-class

or pull out individual and small group instruction to target skill acquisition and provide interventions to support the progression of learning in the classroom.

Level 2: Mild Support

Students enrolled in the learning support program at the mild level have a learning support plan, which consists of consultative support, accommodations, small group instruction or in-class support. Frequency is typically one to two sessions weekly or as is noted on the learning support plan.

Level 3: Moderate Support:

Students enrolled in the learning support program at the moderate level have a learning support plan, which consists of support with individual instruction, accommodations and/or modifications of curriculum, and a combination of pull out services, push in classroom support, and small group instruction. Frequency is typically two to three sessions weekly or as is noted on the learning support plan.

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- Review of Learning Support Plans:

The level of support provided is detailed in the student's learning support plan, which is reviewed annually or as deemed necessary by the learning support teacher or parent request. Learning goals and level of support are adjusted as needed upon review.

- Intensive Support:

ASOY recognizes its limitations in providing intensive support for learners with cognitive or developmental disabilities. Intensive support requires modifications to the program leading to an alternative credential, for which the school presently has limited resources.

- Enrichment for Students Advanced in Various Subjects:

ASOY recognizes students can be identified as exceptional students and need services beyond the general classroom learning environment.

ASOY provides learning opportunities and experiences that support the student's needs within his or her grade level and supports the classroom/content teacher with learning extension lessons and activities as resources allow. These may include: subject acceleration, topic enhancement, and mentoring. These students will also be encouraged to select more rigorous topics for their personal research projects, such as the exhibition in grade 5 and the Extended Essay in the Diploma Programme. They can be nominated to serve as peer tutors so that they can provide service through their achievement to their classmates.

It is noted that ASOY does not write individualized learning plans for extended learning. The curriculum standards are referenced, progress notes are recorded, which are housed in the learning support google drive, and semester progress reports are provided to parents.

- Documentation:

The Learning Support Department keeps detailed records and makes them available to relevant parties as appropriate. Each semester, progress notes are added to the learning plan, including students' self-reflections. The progress comments are shared with parents each semester.

- Exit from Learning Support program:

When a student has made significant progress to the point that they no longer need to be supported to access the curriculum, the class teacher and Learning Support teacher monitors the student for about three months before he or she exits from the Learning Support program. The classroom/subject teacher(s), Learning Support Coordinator, and Director will examine the evidence and agree that the student is able to exit learning support and parents are informed.

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Part 7: Barriers to Learning

ASOY has been proactive in putting in place procedures to ensure that all students are provided with the required services in order to ensure their safety and success in their learning, but is noted that there are resource limitations.

- Access to Technology

At ASOY the Technology Director and team work to improve communication across the school community by developing and implementing technology plans. Due to difficulties that arise in regards to students' access to internet and technology services at home, ASOY has provided some assistive technology including :

- Ensuring that all students have access to technology at school. In the event of a student not having a device, he/she is able to work at the computer lab.
- Providing chrome books or Ipads at the elementary level for all students.
- Text-speech through the provision of office 365 voice to text built in program for both staff and students.
- Sound proof headphones.
- Literacy specific software for reading and writing.
- Keyboard translation to help ELL students translate from their mother tongue to English.

- Disability Inclusive Infrastructure

At ASOY a few accommodations have been made to provide for the persons with mobility or physical disabilities. Accommodations have been provided such as grab bars in the bathrooms; wheelchair ramp at the front of the building and at the basketball court. Crutches can be provided by the school nurse in the event of an accident on the school grounds, and magnifiers are provided to help students with mild visual impairment.

Part 8: Connections to other IB Policies

[Inclusion and Admissions - Reference to ASOY admission policy \(p. 3-4\) and IB ASOY Policy Manual School Operations](#)

Students will not be considered for admission until the application for admission, previous school records and recommendations, relevant healthcare documents, and the registration fee have been submitted. Admission is considered based on the following:

- Review of previous school records
- Recommendation of previous teacher/counselor
- Age of student
- Years of schooling successfully completed
- Level of English proficiency, particularly in high school
- Evidence of student's ability to succeed at ASOY

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Final admission decisions are at the discretion of the Director, in collaboration with the Counselor. Students will be allowed to start school when all required documents have been submitted, including previous school records, grade reports, immunization records, health records such as recent audiological assessment(s), vision tests, and speech-language pathology reports.

[Inclusion and Academic Integrity- ref ASOY Academic integrity policy](#)

The American School of Yaoundé is guided by the principles stated in the mission statement – “to ensure that all students achieve high academic success, demonstrate critical thinking skills, and become responsible and compassionate global citizens”. Insofar as academic honesty is the foundation of academic success and responsibility, ASOY places great value on the ethical qualities of honesty and personal integrity. ASOY's academic honesty policy is also aligned with the International Baccalaureate guidelines and policies.

Principled students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. (IB Learner Profile)

[Inclusion and Language - ref. ASOY Language policy](#)

From the Philosophy section of the ASOY Language Policy

As a school that serves a culturally diverse population, it is expected that the teaching, learning, and assessment process takes into account the linguistic needs of our students. Students who do not speak English proficiently will receive support in both social and academic language.

From the Practices section of the ASOY Language Policy

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
- Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Inclusion and Assessment-ASOY assessment policy

From the Standards and Purposes Section of the ASOY Assessment Policy Assessment means gathering data that gauge student achievement of learning outcomes. Evaluation interprets such data and makes resulting judgments and decisions. To assess and evaluate implies that we work together with our students in collaboration with parents to add worth or value to their learning as we assess and evaluate. Which students are ready for more advanced learning? Which ones need additional help and support? How can we stimulate students' grasp of concepts, their problem-solving ability, or their creativity?

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Child Protection

Inclusion at ASOY is supported by the implementation of the Child Protection Policy (p. 21 of faculty handbook). All teachers receive training on child protection annually.

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Part 9: References

Removing barriers to learning: What does inclusion mean for the ib? News from around the IB community. (2019, August 26). Retrieved September 11, 2021, from

<https://blogs.ibo.org/blog/2019/08/26/removing-barriers-to-learning-what-does-inclusion-mean-for-the-ib/>.

Tomlinson, C. A., & Eidson, C. C. (2003). Differentiation in practice: A resource guide for differentiating curriculum, grades K-5. Alexandria, Va: Association for Supervision and Curriculum Development.

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Appendix

Appendix1 : Referral Forms

1. 1SSTReferral Form

Student Support Team Referral Form 2021 - 2022

Please complete the following form to submit students of concern to the Student Support Team

learningsupport@asoy.org [Switch account](#)



Your email will be recorded when you submit this form

* Required

Student: Full Name *

Your answer

Grade *

Choose

Date of birth *

MM DD YYYY

_ / _ / _

Gender *

☐ Female

☐ Male

☐ Other:

I am referring for ...

(check all that apply)

☐ Learning Support

☐ English Language Support

☐ Social-Emotional/Behavioral Support

☐ I have concerns, but I'm not sure of the root cause

1.2 Individual Student Monitoring Form

Student Monitoring Example Form

Teachers, please provide feedback on XXX (Grade X) in order to provide information to LS and parents. The student is enrolled in learning support and it is time to review for his/her current status. Or, the student is one of concern and the SST needs additional information. Your insights are essential to this process. Most appreciative.

What is your name and content area? *

Short answer text

What strengths have you noted in this student? These may be academic, social, or *

Long answer text

What challenges have you noted in this student so far this year? Please address your specific content. Examples are content related vocabulary, organization, written expression, spelling, math calculation, etc. *

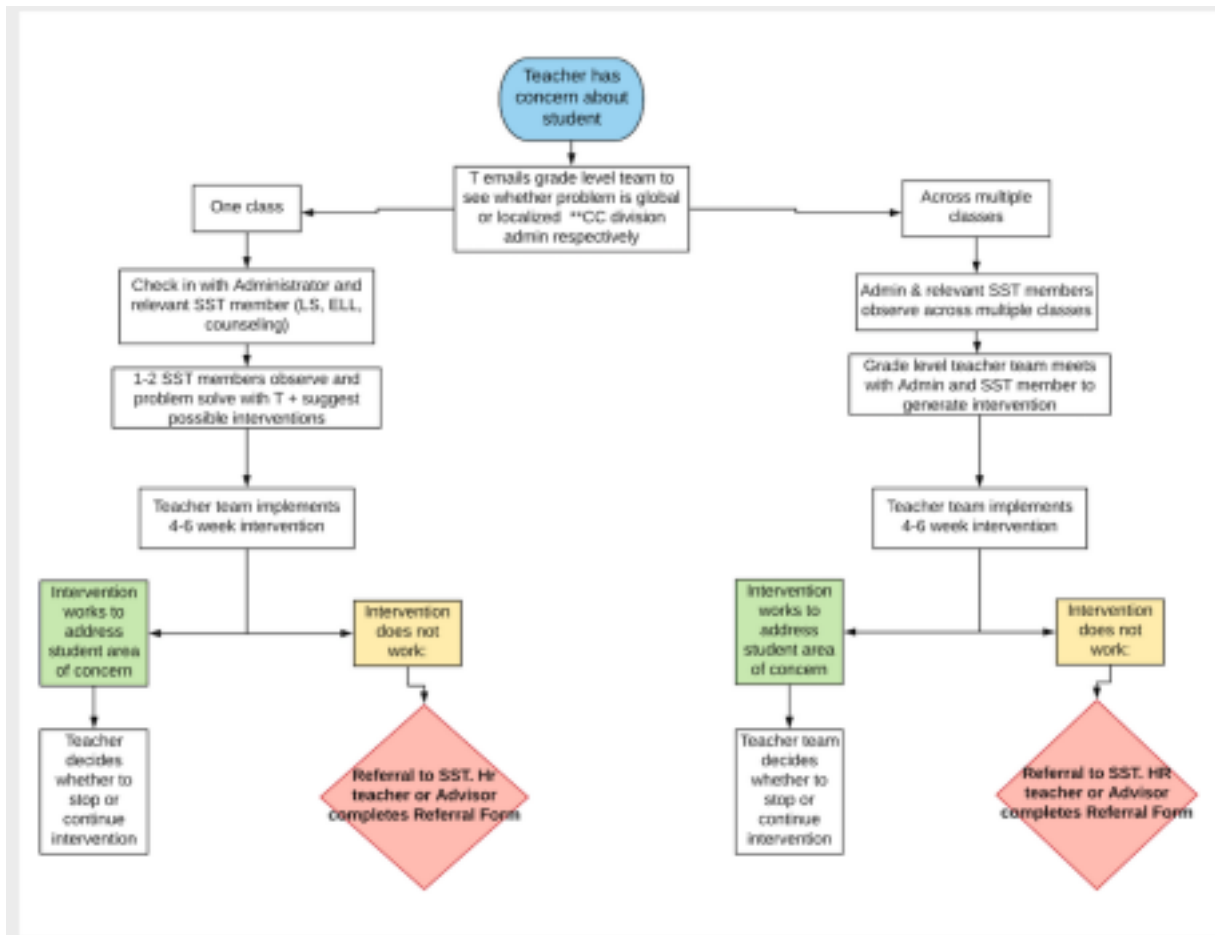
Long answer text

What have you tried as support for access to curriculum for this student? For example, oral and written directions, non-verbal cues, extended time, etc *

Long answer text

Additional comments regarding this student that can be shared with the parent and student support team.

Long answer text



ASOY Learning Support Mainstreaming Document

Please find the following confidential information regarding a student in your class who has a formal LS plan (504 or Individual Education Plan). The purpose of this is so that you have details about this student's strengths and weaknesses and also a list of accommodations and modifications that have been provided for this student while he or she participates in your class. While this is not the entire IEP or 504, the intent here is to give you an overview of behaviors, struggles, or successes you might see in the classroom in regards to this student.

Please let LS know if you would like consultation regarding any of this information.

Student Name:

Grade:

Identified LS need:

Plan:

Expected pullout/push in/or consultation:

Strengths:

Areas for continued growth:

Accommodations & Modifications:

|

Individualized Education Plan
Name:

American School of Yaounde
Grade:

Date of Birth:



Date of last Psych-Ed Testing:		Primary Disability:
Date of Plan:	Projected Date of Review:	Frequency of support:
Home Language:		Other Languages:

Background	Current level of performance

Goal #1	Strategies	Assessment How will success be measured?
Progress:		
Student Reflection:		

Goal #2	Strategies	Assessment How will success be measured?
Progress:		
Student Reflection:		

Individualized Education Plan
Name:

American School of Yaounde
Grade:

Date of Birth:



Area of Educational Need	Accommodation	Person(s) Responsible	Frequency of Accommodation
Impulsivity			
Inattention			
Organization			
Work Completion			
Behavior			
Assessment			
Processing			
Executive Functioning			
Self-Management			

Transition plan?

Resources Needed	Recommendations for parents:
...	
...	
...	

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Individualized Education Plan
Name:

American School of Yaounde
Grade:

Date of Birth:



This plan has been approved by all parties? Yes ☐ No ☐

Title	Name	Signature and date
Parent		
Teacher		

504 Plan

Name:

Date of Birth:

Date of Plan:

American School of Yaounde

Grade:

Mental/Physical Impairment:

Projected date of Review:



Area of Educational Need	Accommodation	Person(s) Responsible	Frequency of Accommodation
Impulsivity			
Inattention			
Organization			
Work Completion			
Behavior			
Assessment			

This 504 plan has been approved by all parties?

Yes ☐

No ☐

Title	Name	Signature and date
Parent		
Teacher		
Learning Support Coordinator		
Administrator		