



The American School of Antananarivo

Inclusion Procedures

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ASA's Guiding Statements

Vision

Your best self for a better world

Mission

We are an inclusive and caring community that embraces diversity. We nurture inquiry, integrity and innovation to prepare for future challenges.

Values

- **Creativity:** we imagine, innovate and create in order to express ourselves and solve problems
- **Open-mindedness:** we engage with new ideas, appreciate multiple perspectives and care about others
 - **Inquiry:** our curiosity and questions drive our learning
 - **Passion:** we are enthusiastic about and find joy in what we do; we view setbacks as opportunities for reflection and growth
- **Balance:** we create harmony between our responsibilities and participate in activities that bring us fulfillment and emotional and physical health.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers **Knowledgeable Thinkers** Communicators Principled **Open-minded Caring**
Risk-takers Balanced **Reflective**

Related ASA Policies, Procedures & Guidelines

This procedure document is related to the following ASA documents (hyperlink the related documents)

[Admissions](#)

[Language](#)

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ASA Guiding Statements, IB Missions and IB Learner Profile Attributes

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Policy Purpose

The Inclusion Procedures at American School Antananarivo (ASA) is consistent with our school mission and values. We are an inclusive and caring community that embraces diversity. We nurture inquiry, integrity and innovation to prepare for future challenges..

In the publication (2019), "The IB guide to inclusive education: a resource for whole school development" The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

Accordingly, the Student Support Services Team at ASA coordinates services for students with learning needs, with the aim to reduce barriers to learning and increase equity of access to the curriculum.

The American School of Antananarivo is authorized to offer the Primary Years Programme to PreK-Grade 5 and the Diploma Programme to students in Grades 11 and 12. At ASA we believe in an inclusive PYP and IB Diploma Programme and that most students, given the proper support and learning environment, can be successful in achieving an IB Diploma. As students enter Grade 11, we have 3 pathways that students can choose from to obtain a high school diploma: ASA High School Diploma, ASA enhanced High School Diploma, and ASA High School Diploma with IB Diploma. We encourage all students to select the courses that best fit their interests, abilities, and educational goals. Students have the option to take high school level courses, complete courses for certificates, or complete the Diploma Programme.

Inclusion and Admissions

Students are accepted into ASA if their additional needs can be supported within the regular curriculum; we do not offer an alternative program. We aim to provide an inclusive environment that allows students to develop and be successful according to their strengths, with some adaptations and accommodations to the regular educational program if required.

Students who are not native English language speakers will be given an English proficiency assessment (WIDA) prior to confirmed admission to ASA. The ELL program serves students from Grades K-10 who require additional language support to help them fully access the mainstream

material. Students who may require language support are identified in the Admission process and referred to the ELL teacher for an assessment and interview. The ELL teacher administers the WIDA Model Screener assessment and interviews the applicant to make a recommendation. Placement in ELL is based on the WIDA Model assessment results, academic records, teacher recommendations, and an informal interview with the ELL teacher.

ASA has a rigorous High School program. It is difficult for a student entering High School (Grade 9 up) with very little English to succeed in the International Baccalaureate intensive programmes since the Language of Instruction is English. While we endeavor to accept all students, we cannot accept students for whom the challenge will be too great. If, in the judgment of the English and ELL teachers, a student would be unable to access the curriculum, regardless of ELL support offered, our advice would be to remain in the student's native educational system. Students who need limited ELL support will be accepted, and receive personalized support as required. This may take the form of pullout classes. Additionally, students can choose to participate in the regular High School Diploma programme or take some classes for certificates in the Enhanced High School Diploma Programme. From the 2024/25 school year, there will be a strict 15% cap on the enrollment of students requiring ELL support in Grades 9 and 10.

When applying to ASA, parents of students with identified learning needs must submit any relevant assessment reports or evaluations that clarify their child's educational needs. Learning support plans (such as an IILP) from the previous school must also be included. The school may request further assessment information, may need to interview the parent and/or the student, and may contact the previous school. The school uses all available information to decide whether the needs of the student can be accommodated within the current program. Language Profiles are also part of the Admissions application form to help identify students who will require ELL support.

ASA is currently able to accommodate students with mild additional needs. We are unable to accommodate students with:

- Significant visual and auditory impairments requiring specialized instruction and equipment;
- Physical disabilities that severely impair mobility;
- Augmentative communication impairments;
- Moderate to severe intellectual or cognitive impairments;
- Serious behavior disorders and/or emotional difficulties;
- Mental health disorders.

For students whose needs are not included in the above list, ASA considers each applicant on an

individual basis. The decision to admit an applicant with additional educational needs is made by the Student Support Team and divisional Principal.

Learning Support services are delivered within the regular classroom setting to the greatest extent possible with co-teaching and LS room support as needed. In some cases a shadow teacher may be required to assist in the delivery of services. Currently we have three qualified Learning Support and ELL teachers. There is a supplementary charge for Learning Support Services for those students identified by the Student Services Team as needing support and in collaboration with parents and teachers. These charges are outlined in 'Levels of Support'. There is no charge for standard ELL support.

Before choosing Madagascar as a destination, parents of children with additional needs are urged to consider the availability of outside specialist services. The services of Speech and Occupational Therapists, social/emotional Therapists and psychologists are rarely available in English.

Students accepted into the Student Support Services program will have their needs addressed and documented in, for Learning Support students, an Individual Education Plan (IILP) or, in the case of English Language Learners, a Student ELL Profile.

Referral Process

ASA has skilled and experienced teachers who are often the first to recognise that a student is not progressing either academically or socially as expected for his or her age and grade level. Before making a referral, teachers are encouraged to contact someone from the Student Services team to highlight concerns and, if required, seek support in differentiating instruction, observing student response and collecting data to decide whether or not a referral to the Student Support Team should be made. The documentation required to go on and make a referral is outlined in the Documentation section. It is expected that teachers will try a minimum of three interventions for a period of between four and six weeks and all that responses will be documented. If the student is still experiencing difficulties and the decision has been taken to make a referral, parents should be informed at this stage that a referral is being made. Ideally the person to inform the parents should be the referring teacher but the decision on the best person to inform the parents can be made on a case by case basis.

Once initial data has been collected by the teacher, the SST will meet and the teacher will have the opportunity to discuss in detail their concerns about the student's attainment, development or behaviour to give the whole team an in-depth understanding of potential needs and come to a decision on what the next steps should be.

Due to the size of our school community, the referral process is not always formal. Typically, teachers will talk with the Student Support Team, request observations. If it is agreed that testing needs to be done or more information needs to be sought, the teacher will inform the parents that they have requested support from the SST and a meeting will be arranged. The following steps are unchanged. It is the teacher's responsibility to ensure that initial concerns have been discussed with parents and documented appropriately.

The need for support of an identified student will usually imply the following procedures, to be organized by the Student Support Coordinator.:

- The gathering of further information from the parents.
- If the issue is an English language attainment issue: enrollment in an ELL class.
- Observation of the student, to assess the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults;
- Screening assessments completed e.g WIAT, GORT, TOMA as deemed appropriate for gathering data.
- Further discovery and/or testing by the Counsellor if appropriate.
- A history of the student's educational progress in the general curriculum. This includes information provided by teachers regarding the student's specific abilities in relation to learning standards of ASA's curriculum;
- Review of previous assessments, psychological reports, school reports, and communication with the previous school(s) if needed;
- Input from the student;
- Recommendation for a health, vision and hearing screening;
- Recommendation for a clinical, psychological, emotional, and educational evaluation by an external specialist (after initial, internal screening assessments).
- Design and implementation of an International Individualized Learning Plan (IILP) for particular situations.

Support is determined on an individual basis and according to each student's identified special educational need. Determination of support is made by the Student Support Team, based upon information available to them. The support provided for a particular student reflects what ASA is able to provide; it is not a contractual obligation between the School and its teachers nor the School and parents of students identified for support.

The International Individual Learning Plan (IILP) is a monitoring tool used to chart student progress on outlined goals and objectives. Specifically, in the IILP, the levels of support are determined for each student on an individualized basis.

Support for English Language Learners

ASA will ensure that the objectives of the ELL Program are met by:

- Teaching skills for effective listening, speaking, reading and writing in English
- Providing accommodations to allow an ELL student to succeed at his/her level
- Supporting students in transition from ELL classes to mainstream classes
- Assisting students to become socially integrated
- ELL teachers working alongside the mainstream subject teachers to make accommodations for the ELL student.

ELL Support Model

ELL Support at ASA consists of pull-out and in-class models.

ELL pull out classes provide support with the learning of social and academic vocabulary, grammar and writing of sentence structures, developing the necessary background knowledge for accessing the classroom curriculum and use of oral language in order for the student to be able to successfully participate in the mainstream classroom environment and access the curriculum. The ELL pull-out group provides a safe environment where students feel comfortable taking risks and experimenting with their English language skills. As students' language skills progress, the class emphasis integrates more classroom context in order to support learning in all subject areas through an inquiry-based approach. We look for students to have a minimum score of 5 across all ELL domains - Reading, writing, speaking, listening and we consult with their teachers. Report cards are also used along with MAP scores. When students have reached a standard of competence that allows them to participate actively in their classes, they are exited from the program.

The purpose of in-class support is to provide both classroom teachers and English language learners with support and guidance within the classroom environment. ELL teachers collaborate with homeroom teachers by providing support, modifying activities, making decisions regarding strategies, methods of instruction and assessments, and working with ELL students in small groups as needed.

Testing and Placement of ELL Students

New students whose home language is not English are identified through the admissions process. All new students who speak a language besides or in addition to English at home and who have no or limited English language schooling, will be given an English language proficiency test either at the time of admission or at the start of the school year. New students' English proficiency level is tested by the ELL department using a standardized language proficiency test (WIDA).

Reporting and Assessment of ELL Students

ELL students receive a teacher comment and an ATL grade in the semester report. The semester report does not include an academic grade. The student's English proficiency level is tested at the end of second semester each school year by the ELL department using a standardized language proficiency test (WIDA).

At the end of a grading period, ELL students in the MYP who are not able to access the curriculum sufficiently for teachers to realistically and fairly assess their progress (WIDA score of 2.0 or less), will not receive an achievement grade. ELL students in elementary school will not receive Learning Descriptors, and instead will receive comments only where appropriate. They will receive comments documenting their efforts and participation in the learning process, and an Approaches to Learning grade.

Learning Support

The ultimate aim of an inclusive Student Support program is to provide children with learning differences, both observed and diagnosed, with a meaningful learning experience that supports the development of self-confidence and a sense of belonging to the community at large. The IB's defines inclusion as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment (Learning diversity and inclusion in the IB Programmes, 2016, p.1)

In order to support the continuum of service delivery models, it is vital to ensure that the structures are flexible. Three levels of support are offered at ASA as part of an inclusive student support program. It is useful to think of these levels in broad stroke categories: Level 1 Support (mild), Level 2 Support (moderate), and Level 3 Support (intensive). An outline of the service delivery for each level is outlined below, along with the annual cost of support. Please note that because all learners are different, each child will not necessarily need every support offered in the category level, or may need other types of support not outlined here. These are broad stroke categories, and our service are needs-based and will be diversified to meet individual requirements.

Level 1 Support

- Consultative support from a learning support specialist
- Targeted, in class Literacy support (reading, writing, speaking, and listening) *or* targeted in class Mathematics/Science support
- Small group instruction in class from LS teacher
- Easily available assistive technology (e.g. voice to text software)
- Counseling Services (as needed)
- Coaching (providing structured study & organizational skills, self-advocacy)
- Formal assessment accommodations (e.g. extended time for in-class and standardized testing)

The profile of a student requiring Level 1 (mild) support would typically be a student who is presenting at between six and 12 months behind grade level expectations in one core area or, who is displaying difficulty learning a new skills or concept and would benefit from an alternative teaching method. This category may also include students who require some accommodations in the way that

they are assessed. Finally, students who require some accommodation to their environment in order to learn best (preferential seating, alternative furniture, writing aids etc). Level 1 students do not have an IILP. Typically, this support would not amount to more than 60/90 minutes per week. The annual cost of this support is US\$1500.

Level 2 Support

- Pull out specialist classes in literacy subjects
- Specialized small group instruction in or outside of class.
- Pull out specialist classes in mathematics
- Social skills and/or behaviour support
- Curricular modifications (when required and appropriate)
- Counseling (as needed)
- Formal assessment accommodations (e.g. extended time for in-class and standardized testing)

The profile of a student requiring Level 2 (medium) support would typically be a student with a diagnosed learning difficulty with formal recommendations for the school to implement. This category may also include students with delays and gaps in more than one core subject area which are impacting upon their ability to access the curriculum. Furthermore, this may be a student with organizational, social or emotional difficulties which impact significantly upon their learning or the learning of others and requires regular, structured intervention. Students at this level may have arrived at the school with a diagnosis, IEP, IILP and/or Educational Psychological assessment outlining these recommendations, or may have been identified at ASA. Typically this level of support would not exceed 180 minutes per week. The annual cost of this support is US\$2500.

Level 3 Support

- Significant modifications to the curriculum across two or more subject areas.
- Regular social skills and/or behaviour support.
- Students requiring 1:1 or specialist academic, behaviour or adaptive support across more than 40% of the school day.

The profile of a student requiring Level 3 (intensive) support would typically be a student with an Educational Psychological assessment that identifies a significant learning difficulty or which identifies more than one diagnosis or a diagnosis which is pervasive across all areas of school life. Typically this level of support would exceed 180 minutes

per week and may employ the use of a 1:1 Learning Support Assistant (LSA). The annual cost of this support is US\$3500 (with the additional cost of an LSA if required).

Monitor Status

Some students do not receive direct services or support, but their progress is monitored by the SST. This status would apply to students while observation or further data is being gathered, sometimes over an extended period of time. It also includes students who are in the process of exiting Student Support services or students who require accommodations in formalized testing but do not require any academic or other support. There is no cost for this service.

Exit from Student Support Services

Learning Support

The indicators to exit a student from Learning Support are based on one or more of the following criteria:

- Student demonstrates they are working to potential on grade level expectations for a sustained period of time (at least two consecutive semesters) as evidenced by school-wide curriculum based assessments including: math assessments, writing prompts, running records, as well as teacher recommendations and grades.
- Student achieves above the 25th percentile in MAP testing.
- Student demonstrates the use of strategies to compensate effectively for his/her learning difficulties.

A summary report of their academic progress will be documented in their IILP. Their progress will continue to be monitored during the next semester.

ELL Program

The indicators to exit a student from ELL support are based upon the following criteria:

- Student demonstrates they are achieving Level 5 or above in all 4 domains assessed by the WIDA assessment.
- The WIDA assessment outcome is further evidenced by school-wide, curriculum based assessments including writing prompts, presentation assessments, running record, teacher recommendation and grades.

Once a student has been exited from ELL, they will have 'Monitor' status for up to one academic year. These students will be encouraged to use the ELL Drop-In service and

may still require some accommodations in order to be successful, which teachers are required to provide.

Confidentiality

All records of learning needs and data gathered during the information-gathering process are to be treated as sensitive information and should be kept together securely and separately from the student's general school records. The information should be shared only with those who need it in order to take appropriate steps to support the learning needs of the student.

Learning Support files must be stored securely, accessible through the designated Learning Support Teacher. Should the student transfer schools, the Learning Support information gathered will be shared with the new institution as requested by the parent. If the parent does not want the information shared, ASA reserves the right to inform the new school that a file exists and that the child has been receiving support.

Formal Requirement of Educational Psychological Assessment

In order to ensure that the individual services provided to a student are accurately addressing areas of strength and need, ASA requires all students accessing Learning Support in Middle School and High School to have a formal assessment complete with recommendations for the school. These assessments must be updated regularly (generally every 3 years), as per International Baccalaureate Diploma Program requirements. The IB requires formal documentation of accommodations and modifications that a student may require for examination, and these must be shown to be in place at school.

Students in the Elementary School are not immediately required to undertake a formal Educational Psychological assessment but the Student Support Team reserves the right to require the assessment in a situation where further guidance and direction is required from a Psychologist. Given the potential difficulties in arranging this in Madagascar, a reasonable timeframe to complete the assessment will be agreed with families when this is required for continued enrollment at ASA but will not exceed one academic year.

Counseling Services

At ASA, we believe that an effective school counseling program must be comprehensive in scope and preventive by design. Therefore, the ASA Comprehensive Counseling Program is designed to ensure that its services are available and accessible for every student. The program seeks to create learning opportunities for students that are proactive and preventive, and to impart specific skills in order to build social-emotional resilience among students under our care. Responsive services are available to the, typically, small portion of the student population who require them.

The ASA counseling program is grouped into four domains: Academic Development, Personal and Social Development, Career Development and Global Perspective.

ASA's K-8 and 9-12 social/emotional counselors provide a variety of services to meet the goals of the program and support the development of the above domains. These services include:

- Individual Counseling: Short-term, individual counseling is available to all students in the school. Methods and techniques are adjusted to meet the developmental needs of student clients. Students may be referred by teachers, parents, the Student Study Team, or may ask to see the counselor at any time.
- Group Counseling: Group counseling sessions typically take the form of single-session or short-term mediation with small groups of students who are experiencing difficulty managing conflicts. Should the need arise for ongoing group counseling, ASA's counselors possess the skills and abilities to plan and facilitate these sessions.
- Parent Consultation: ASA's counselors are available to consult with parents on a range of topics related to child development, social/emotional wellbeing and identity development. Parents may contact either counselor for appointments directly or via the receptionist, or by speaking to their child's classroom teacher.
- Teacher Consultation: ASA's counselors are available to consult with teachers regarding school-related social/emotional concerns that negatively impact students' ability to reach their highest potential at school. This may result in the counselor working with the teacher to make adjustments in the classroom, or the counselor seeing the student for individual or group counseling.
- Referrals: The counselors make referrals to outside service providers when a student's needs cannot be met within the school. Although external resources are limited in Madagascar, every effort is made to match students and families with an external service provider who will meet their individual needs. Families may also be referred for specialized services outside of Madagascar, and the counselors provide assistance with this to the greatest extent they are able.
- Monitoring and coordination of services: ASA's counselors monitor at-risk students who are not receiving direct counseling services. They also coordinate with other Student Support Services providers, such as ELL and Learning Support, to meet the diverse needs of learners in the ASA community.
- Career exploration and development: ASA's counselors deliver career exploration and development activities through the MYP Advisory Program (for grade 11 and 12 see below). These are designed to help students consider personal interests, real-world applications of the subjects they study, and possible courses of [university study](#).

ASA's College Counselor

- Self and career exploration: The school schedule allows time for activities that have an increased focus on students' aptitudes, interests and strengths, as well as their learning styles and preferred learning environments. Students explore career options that align with their individual goals and move through researching the related university programs.
- University application: The college counselor supports students as they select the schools to which they will apply. Guidance is given as students move through the application process, which includes the application itself, writing personal statements/essays, letters of recommendation and managing deadlines. After

applications are submitted students receive additional guidance on interviews, navigating offers and transitioning.

Preventative Services:

- Elementary School Guidance: ASA's counselor ensures that social-emotional learning takes place in the classroom to help students to develop resilience and pro-social skills. These lessons are delivered either by the classroom teacher in consultation with the ASA counselor, or by the counselor.
- Secondary School Advisory: Preventative services in secondary school are delivered through the Advisory Program. The four strands of the advisory program are Academic Development, Personal/Social Development, Career Development and Community Building. The counselors provide regular lessons for advisors to deliver in Advisory sessions. The standards for the program are from the International School Counseling Association.

Student Support Team Staff Roles and Responsibilities (see link)

Definitions

Evaluation: when further evaluation is requested by the School, this will generally mean:

- An assessment in all areas related to the suspected learning need.
- A psychological assessment by a licensed school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.

All evaluations must be conducted by qualified persons who are registered, certified, licensed or otherwise approved. Evaluations are at private expense, and may need to be obtained outside of Madagascar, depending on the availability of qualified practitioners and the language need of the child.

Evaluations are generally valid for three years. Re-evaluation is required at this time. A parent may obtain an independent educational evaluation at private expense at any time. Please note that the IB has specific requirements about evaluations, in order to Special Access Arrangements to be made for IB Diploma Programme examinations and other forms of DP assessment.

International Individual Learning Plan (IILP): a written statement, developed and approved in a form established by the American School of Antananarivo, that identifies a student's Learning Support needs and describes the services and/or accommodations ASA shall provide to meet those needs. ASA will review the IILP's and the progress of

each Learning Support Student at least annually.

Learning Disability: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Learning Support: specially designed instruction to meet the unique needs of a student with identified learning needs.

Learning Support Assistant (LSA): A Learning Support Assistant provides support for a student who has identified additional learning needs. The LSA will ensure that the student can participate in the learning activities undertaken in class, and successfully access the curriculum. The LSA will be responsible for implementing the targets on the student's International Individual Learning Plan (IILP) in liaison with the class teachers and Learning Support Team (LST). The LSA job description for an LSA can be found [here](#).

Learning Support Student: a student enrolled in our school, who has been - following the evaluations administered by specialists in the suspected area of need - acknowledged by the Learning Support Team to have a significant learning need, and thus unable to progress effectively in the general education program without individually designed instruction. An eligible student shall have the right to receive Learning Support and any related services that are necessary for the student to effectively access the curriculum.

2023 review completed by:

Senior Leadership Team:

Principal

School Counselor

DP Coordinator

MYP Coordinator

PYP Coordinator

CAS Coordinator

Student Support Coordinator

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Citations and Bibliography

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