

Policy and Procedures for Identifying and Supporting Students with Learning or Behavior Issues

Every child has different educational and social-emotional needs. Our professional and experienced staff takes pride in their ability to establish meaningful relationships with their students while helping them reach their highest academic potential. Our goal is to provide the best possible educational and social emotional environment for all our students. Our trained staff is continuously monitoring our students' educational and social emotional well-being(?) to promote success at our school. We see it as our ethical and professional obligation to use this meaningful relationship with the students and parents to support diverse learning and behavior issues within the limits of our school curriculum and our available resources.

The following procedures are used in the Elementary School and Upper School. The Kindergarten may use the same general framework but may incorporate some more age-appropriate steps and forms.

IMPORTANT INFORMATION WHEN A DIAGNOSIS IS ALREADY AVAILABLE:

Note: In order to help us best meet the needs of our students, we ask parents to share relevant information regarding a diagnosis pertaining to developmental, psychological and/or academic challenges with us - whether or not they are seeking accommodations from the school.

1. Parents may make accommodations requests at any time during the school year.
2. Requests for accommodations that include extended time on tests/exams and/or any adjusted grading must be emailed directly to the Head of School or Elementary School Principal (depending on the grade level of the child) for approval and must be accompanied by a formal psychoeducational evaluation and appropriate diagnosis.
3. Feedback from the student's teachers and the counselor will be reviewed before final approval for accommodations is given.
4. If appropriate, a subject teacher may choose to adjust an accommodation in order to take into account the differing requirements of individual subjects. Adjustments to the accommodations will be communicated to the parents of the student by the homeroom teacher.
5. Per regulations for German Schools abroad set forth by the KMK (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany), if parents are requesting accommodations, formal psychoeducational evaluations are required at the following times:
 - a. At the time of the initial accommodations request.
 - b. Upon entering grade 5 (or no later than Sem. II of grade 4).
 - c. No later than Sem. II of grade 9 in preparation for the "Oberstufe".
6. Accommodation requests made in grade 9 or later will require the approval of the KMK

PROCEDURES IF NO FORMAL DIAGNOSIS IS ON FILE

Phase I

Observation by staff of behavior or learning issues in a student

Actions by staff could include:

- Direct communication and feedback with student
- Timely communication with parents.
- Consultation with the class teacher, subject teachers, and/or counselor
- Observation of student by counselor in ES and WS
- Implementation of pedagogical measures and accommodations
- Meeting with parents to review the above actions and their effectiveness

Should the actions in Phase I prove successful, then regular maintenance of communication will suffice. If difficulties persist, continue to Phase II actions.

Phase II – Development of ISP

In which staff has attempted Phase I actions without significant improvement.

Actions:

Before development of ISP the following additional actions could be taken:

- preliminary assessment in GISW
- Observation by counselor or principal, if not yet completed as part of phase 1

1. Student Progress Report

- a) Class conference** (to be initiated by class teacher and to include all subject teachers, the counselor, and one administrator or coordinator who has observed the student)
 - Homeroom teacher sends out an e-mail request to each subject teacher asking for a performance summary (both strengths and weaknesses), including accommodations and/or pedagogical measures that have already been implemented (please note if they have been successful or not).
 - Class teacher combines the above information and prepares the FIRST DRAFT of an Individual Support Plan with assistance from counselor
- b) Parent Discussion of FIRST DRAFT ISP** initiated by the class teacher (possibly including counselor and/or administrator)
 - Share the Individual Support Plan with parents
 - Get parent input and feedback
 - Recommendation for testing by external specialists, if applicable
IMPORTANT: Should parents decide to have their child tested, the final ISP will only be created after completion of the testing.
 - Add proposed parental actions, if applicable
 - Determine appropriate follow up timeline
 - After meeting, class teacher updates the DRAFT ISP and emails FINAL ISP form to the parents and to all subject teachers, counselor, and administrators for reference and accountability.

2. Review of ISP – VIA E-MAIL After the agreed upon timeline, class teacher contacts all staff teaching the student, counselor, and administration for a meeting to follow up on the success of the new measures.

- If the ISP is improving the student's issues, the class teacher will inform the parents and agree upon another timeline for the next follow-up.

- If the ISP is not improving the student's issue, more time may be given, or adjustments made to the ISP before proceeding to Phase III. Any updates to the ISP will be shared with the appropriate teaching staff and the parents of the student.

At any time, if repeated behavioral issues are a disciplinary concern, staff will refer to the disciplinary policy

Phase III

Phase I and Phase II have been completed with little or no improvement.

1. Class teacher, counselor, and administration meet to combine expertise from all staff and discuss additional options. The conference will make a recommendation to the Head of School. The class teacher will then invite the parents for a meeting in which to discuss the options.
2. Head of school, class teacher, counselor, and administration meet with parents to present updated information and discuss next steps.
3. There may be a collective decision to advise for a possible transition from the school. Whereas our hope is that each student would be successful and happy at our school, one must accept that no school can meet every need of every student. Some students may require supports and services that our school's structure, program, and resources cannot accommodate. In the event that it is determined by the Head of School that a student's needs cannot adequately be supported by our resources despite staff's best efforts, the school reserves the right to withhold or terminate enrollment, or to withhold re-enrollment, so that the parents can place their child in a school with more appropriate resources or a different structure that ensures the student is best able to reach their potential and attain personal and academic success.