

**OVERVIEW OF THE MIDDLE SCHOOL AND HIGH SCHOOL SUPPORT  
SERVICES AT THE INTERNATIONAL COMMUNITY SCHOOL OF ADDIS  
ABABA**

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## **Mission and Philosophy Statements**

### **The ICS Mission Statement**

The International Community School of Addis Ababa, accredited in the United States and through CIS, IBO and AISA, develops the talents and intellects of a multicultural student body using learner-centered, holistic instructional methods, empowering each student to contribute in an evolving world.

### **The ICS Philosophy Statement**

We of the International Community School of Addis Ababa promote an interactive, holistic learning environment which stimulates and encourages inquiry, initiative, creativity and academic achievement. Emphasis is placed on providing students with the knowledge, skills and attitudes necessary to face the challenges of the future. We teach respect for the richness and diversity of individuals, cultures and spiritual beliefs. We build self-esteem and sustain self-discipline, and, above all, we cultivate and celebrate a passion for learning. Within a dynamic, multi-cultural environment, we acknowledge our responsibility to and involvement with the global community.

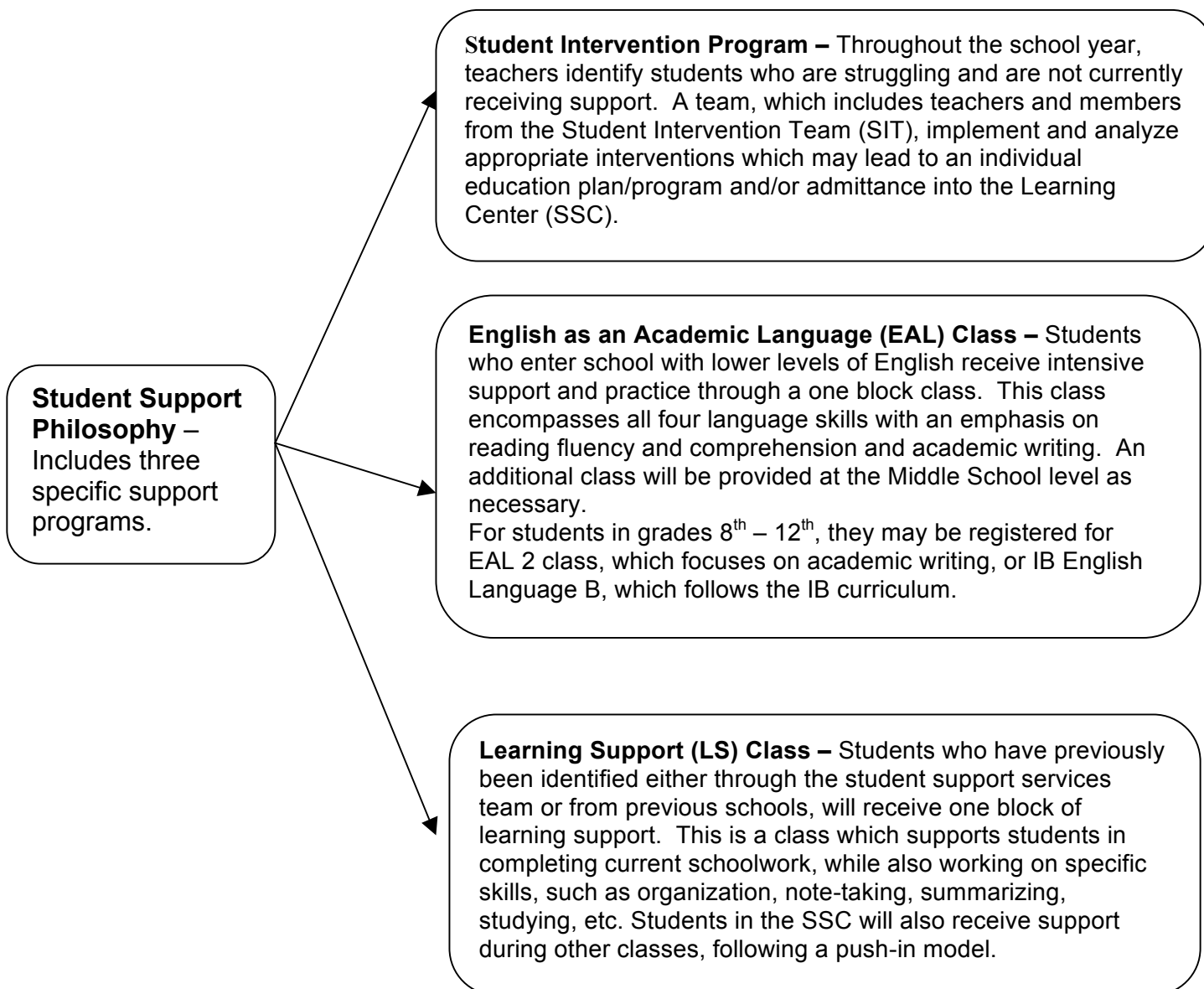
### **Student Support Services' Philosophy Statement**

We believe that all students can and want to learn. We serve students with mild to moderate learning difficulties and varying levels of English through pull-out classes, inclusion, and collaboration with teachers. Due to our resources, we are unable to appropriately serve students who need intensive support (more than 3 grade levels below in reading or writing) or require one-to-one assistants.

Our goal is to support students and help them learn new learning strategies that will help them exit from the program. This goal is achieved through a strong home-school connection, a dedication by the student to learning new strategies and a re-examination of individual plans.

## Overview of the Support Programs for Middle School and High School

The basis for the program is to ensure that all students are receiving the appropriate instruction and support they need to be successful in school (academic, behavior, social and emotional). The K – 12 team includes counselors (elementary, middle and high), English as Academic Language (EAL) teachers (elementary and middle/high), Learning Support teachers (elementary and middle/high) and teaching assistants.



## **Student Support Positions**

**High School Counselor** – The high school counselor coordinates the student support services for the Middle School and High School. He/she sets up meetings to discuss students of concern and keeps documentation for individual students. He/she also evaluates the overall program on a yearly basis, making changes as needed.

**Learning Support (LS) Teacher** – The Learning Support teacher assists students, through pull-out, inclusion, and consultation with individual teachers, who require additional support to be successful in school. His/Her duties include...

1. Developing Individualized Education Plans (IEP's) for students in the LS program.
2. Assessing and managing each student's individualized academic program.
3. Providing support for students in their general education classrooms through teacher observations and input on how to best serve students with special needs.
4. Helping students with their class and homework through pull-out study hall sessions.
5. Supporting and training TA's to best help students receiving learning support.
6. Providing Professional Development for staff.
7. Teaching pull-out classes (Academic Resource).
8. Co-teaching reading and writing intensive classes in MS and/or HS.

**English as an Academic Language (EAL) Teacher** - The EAL teacher assists students, through pull-out, inclusion, and consultation with individual teachers, who require additional English language support to be successful in school. His/Her duties include...

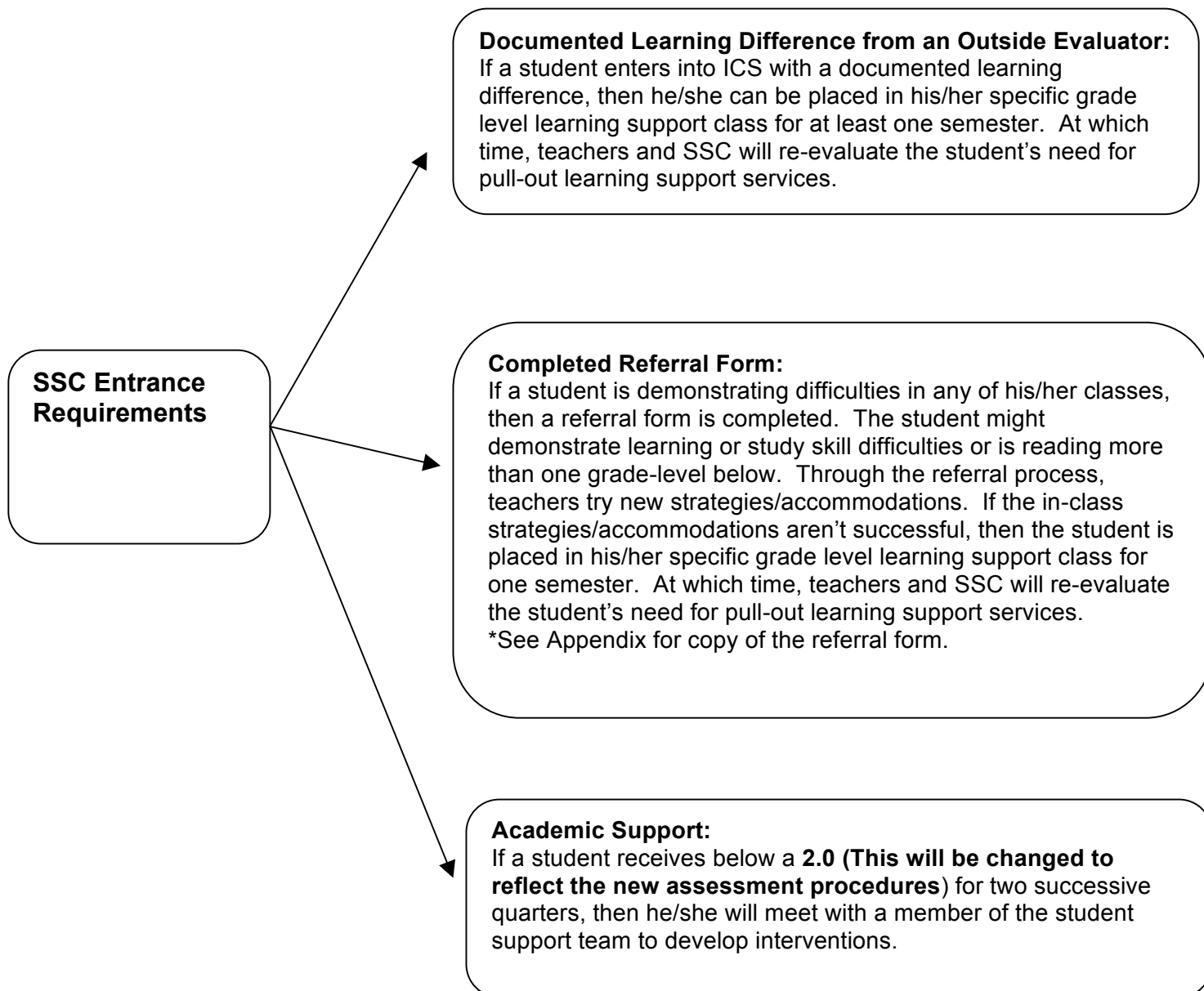
1. Assessing and managing each student's individualized academic program.
2. Communicating with teachers as students transition out of intensive EAL – Language Arts and Social Studies classes.
3. Providing support for students in their general education classrooms via teacher observations and input on how to best serve students learning English (both BICS and CALPS).
4. Communicating with and supporting tutors with individual student needs.
6. Supporting and training Teaching Assistant's to best help students receiving learning support.
7. Providing Professional Development for staff.
8. Teaching EAL 1, EAL 2, IB English Language B, and/or intensive pull-out classes for Language Arts and Social Studies.
9. Co-teaching reading and writing intensive classes in MS and/or HS.

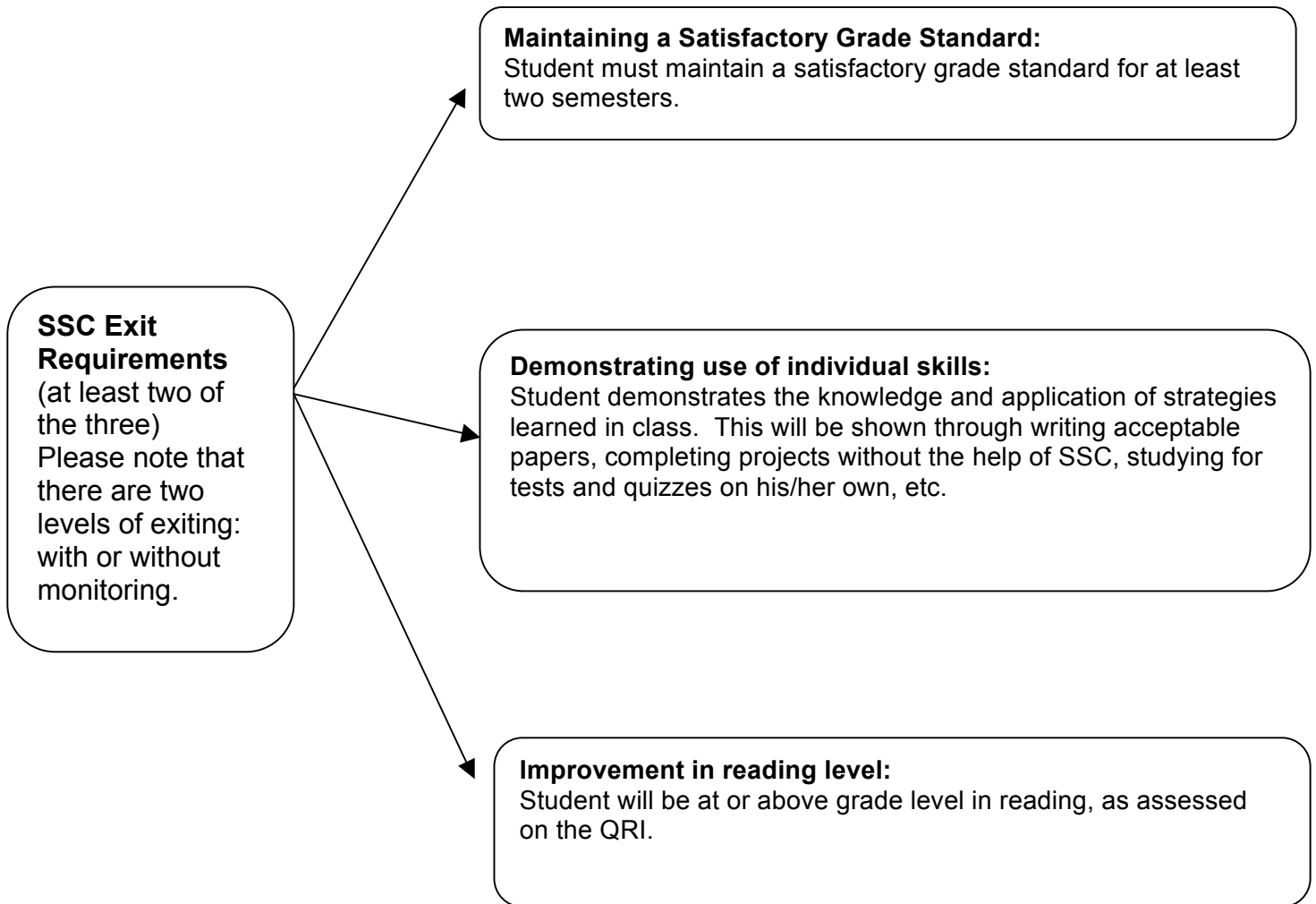
**Middle School Counselor** – The middle school counselor works with the LS teacher(s) and EAL teacher(s) to support students demonstrating social, emotional and behavioral concerns. He/she meets with individual students that are recommended through support services and by middle school teachers. He/she also coordinates group counseling and consults with teachers on specific cases.

**Case Managers** - The case manager's role is to manage an individual student's program, being aware of any issues surrounding the student (discipline, email correspondence to parents, etc.). Once a child has been enrolled into the Student Support system they will be assigned a case manager. The case manager needs to be looped in with all the concerns outside the student support services, if and when possible. Teachers should 'cc' copies of meetings with parents to case managers when it involves our students.

## Support for Students with Learning Differences

ICS can provide an appropriate education for most students, including non-native English speakers, students with mild to moderate learning disabilities and highly capable students. However, because of the limitations of the local professional support network, ICS is not able to serve the educational needs of those students with more serious mental, physical emotional or learning disabilities. Admission is open to those students who are able to participate successfully in a mainstream class with some specialist support. In cases where ICS determines that it may have an appropriate educational program for a child, the school may require the parents to fund extra assistance beyond what is available in the classroom.





## **Supports Available for Students with Learning Differences**

### *Push-in Support*

#### **Inclusion**

1. Students will be supported in their general education classes through observations and teacher feedback regarding ways to increase the accommodations and accessibility of instruction for students with specific needs.
2. Teaching Assistant support- All TAs will receive information and training on how to support students with specific needs in their classes

### *Pull-Out Support*

#### **Student Support Center**

1. Students are assessed upon entrance into the Learning Support Program and have an individualized education program (IEP) created with academic and behavioral goals developed to suit each student's individual needs
2. Students may receive skill specific, math remediation and practice.

3. Students may receive intensive, small group and/or software based reading support aimed at improving students comprehension, fluency, phonics, decoding and critical thinking skills.
4. Students may get individualized instruction on specific skills as specified in students IEP's.
5. Parents will receive frequent feedback on students' progress as they continue in the program

### **In-School Study Hall**

1. Upon approval from parents, learning support teachers, and administrators, specific students will receive support in the form of a study hall period. This period is designed as a place where students can receive extra time and instruction on class work and homework assignments during the school day

### **Implementing Accommodations and Modifications for SAT and IB courses**

1. Upon receiving a full psycho-educational assessment from a grade 10, 11, or 12 student, the learning support teacher, high school counselor, and/or the IB coordinator will arrange and implement any recommended accommodations and modifications specified during SAT testing and/or IB assessments.

## *Additional Supports*

### **After-School Study Hall**

Each day after school from 3:30 until 4:30, middle school students can come to study hall. Students in study hall can receive homework support as well as a quiet, structured environment to get their assignments completed.

### **Executive Skills Club**

This after school club will meet once a week for 30 minutes to coach students on the organizational and behavioral skills needed for academic success. Students can be referred to the club or join as an after-school activity. *This is offered on an as needed basis.*

### **Math Enrichment Class**

This class is open for middle students. It is designed to meet the individual needs of students who are either struggling in math or need math enrichment beyond their regular math class.

### **Reading Enrichment Class**

This class is for all 6<sup>th</sup> graders. It is designed to meet the individual needs of students and support them in becoming stronger readers for middle school and high school.

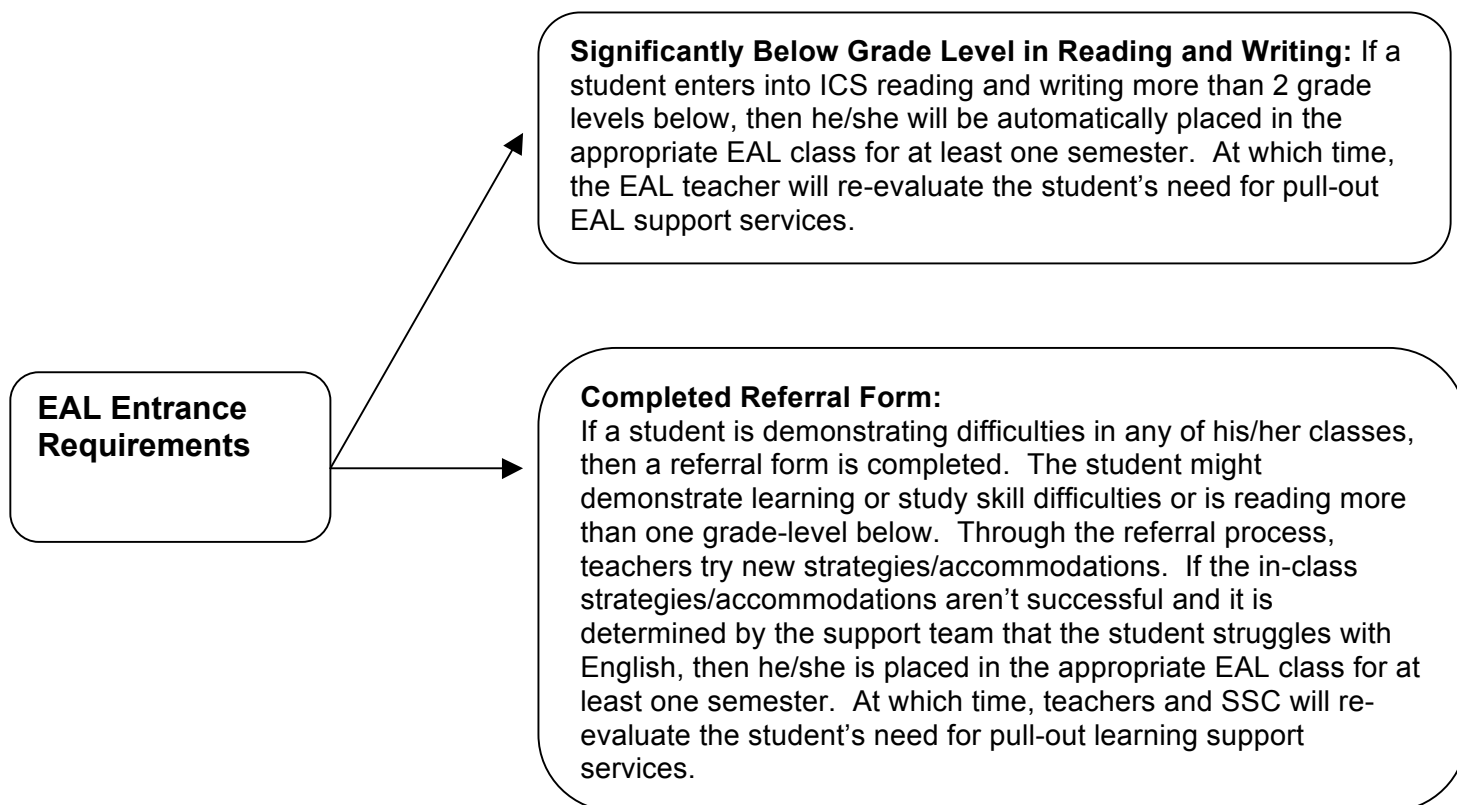
## Support for Students Who Require English as an Academic Language (EAL) Support

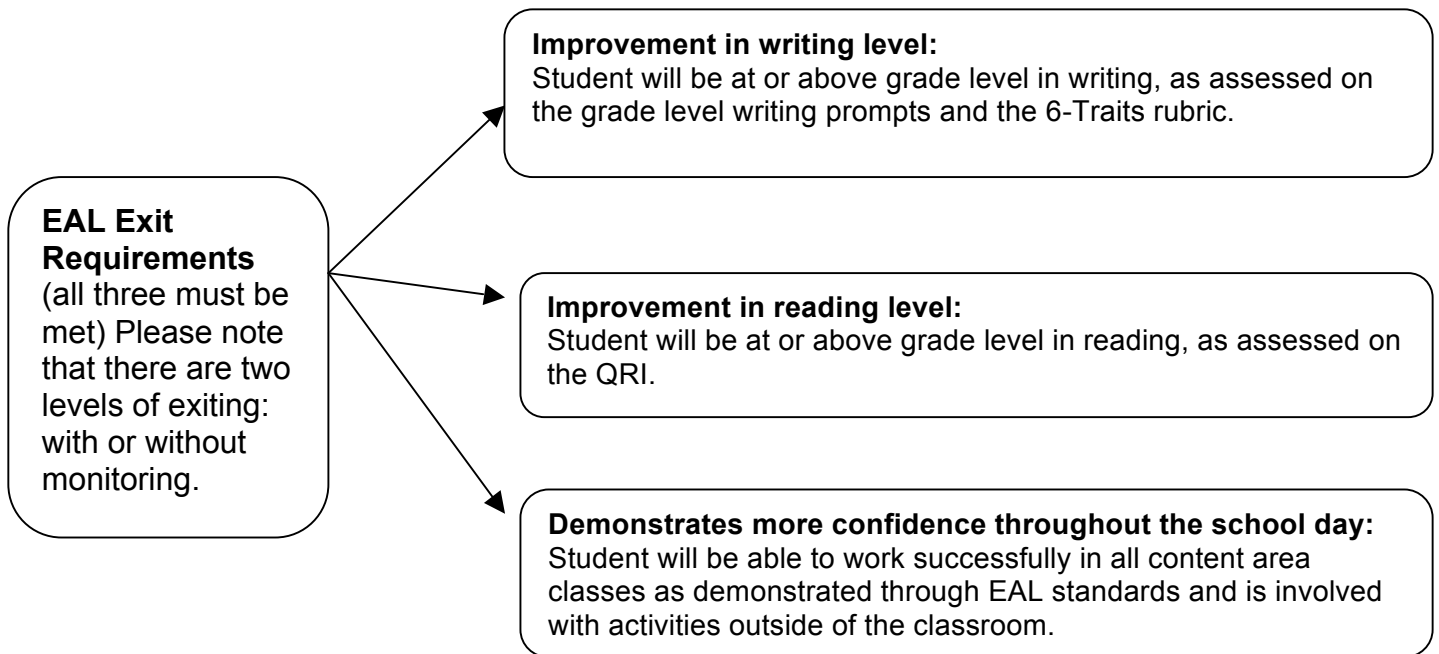
ICS provides support for students learning English as an Academic Language (EAL) at the elementary and middle school levels. Students may be enrolled with little or no English proficiency from early childhood to grade 6. In grades 7 and 8, candidates must demonstrate increasing levels of language proficiency, as determined by an English assessment administered by ICS.

Depending on assessment results, students will be placed in an age-appropriate class and will receive additional instruction in English. In middle school, students will have access to push-in and pull-out support.

### **High School**

At the high school level, ICS offers a college preparatory program that includes the IB Diploma. The development of academic language takes time and ICS is committed to preparing students thoroughly for the college or university of their choice. In order to be successful in our program, students must be able to understand, speak, read and write in English at or near the grade level for which they are applying. ICS can only provide minimal support (one period every other day) for high school students in grades 9 and 10 who need EAL support. If enrolled, parents may also be asked to arrange (and pay) for additional tutoring after school, if rapid acquisition of English is critical for the student's continued enrollment at ICS. At ICS's discretion, high school students without sufficient English language competency may not be eligible for enrollment.





## Supports Available for Students Learning English

### *Pull-Out Support*

Students will receive support through a variety of pull-out classes to support them where they currently are in their English development. The classes may include EAL – Language Arts, EAL – Social Studies, EAL 1 (speaking) and EAL 2 (academic writing). Parents will receive frequent feedback on students’ progress as they continue in the program.

### *Push-in Support*

Students will be supported in their general education classes through observations and teacher feedback regarding ways to increase the accommodations and accessibility of instruction for students with specific needs. Teaching Assistants will also receive information and training on how to support students with specific language needs in their classes

### *Additional Supports*

#### **After-School Study Hall**

Each day after school from 3:30 until 4:30, middle school students can come to study hall. Students in study hall will receive homework support as well as a quiet, structured environment to get their assignments completed.

#### **Individual Tutoring Programs**

Students who need additional support might receive individual tutoring. The EAL teacher will assist in finding a tutor and sending up an appropriate program. The costs of the tutor will be the responsibility of the parents.

#### **Executive Skills Club**

This after-school club meets once a week for 30 minutes to coach students on the organizational and behavioral skills needed for academic success. Students can be referred to the club or join as an after-school activity. *This is offered on an as needed basis.*

## Accommodations, Modifications, and Strategies

### *What is the difference between an accommodation, a modification and a strategy?*

Accommodations change the means by which a student accesses information and the way they demonstrate what they have learned from that information. Accommodations do not change the instructional level, content, or performance criteria, but simply allow students equal opportunity for learning and expression. Accommodations are individualized to the student.

Modifications reduce expectations for a student's instructional level and performance criteria. This changes the instructional level, content, and/or performance criteria. **Modifications are individualized to the student.**

Strategies are techniques teachers use to support the variety of learning styles and levels within their own classroom. They help to vary the way the information is presented and utilized by all students in the classroom.

### *Accommodations frequently used at ICS:*

- **Seating Arrangement** - Seats are arranged, so that the student is seated near and facing the teacher, away from distractions and near a peer who has strengths that complement the student's difficulties.
- **Organization** - Organization is as easy as possible. If a student has trouble with keeping track of his things, make sure he has a less cumbersome way to manage it all. Rather than individual folders for each class, he could have a binder with a section for each class. Information handed out in class should be hole-punched. The student could be trained to date it, open up to the right section, put the information on top, and then be ready to attend to the lesson.
- **Technology** - A computer, alpha-smart, voice recorder, or peer to facilitate note taking.
- **Special Equipment** - Wiggle seat, fit ball, chair band, fidgets, gum, time timer, finger grips, and soft lead pencil, help the kinesthetic learners maintain their composure in class.
- **Planner** - A planner for home-school connection, organization, and time management. There should be a time in class when directions are given to take out your planner and write down the homework for this day.
- **Formulas** - Lists of formulas for science and math tests help students who know how to use formulas but have retrieval difficulties.
- **Dictionaries** - Dictionaries play the same role for social studies, science, math and language arts tests.
- **Manipulatives** - Manipulatives, calculators, and games in math and science are helpful to visual and kinesthetic learning.
- **Extra time** - Extended time on tests.

### *Strategies frequently used at ICS:*

- 1) **Wait time** – How long do you wait after asking a question? Add 5 – 10 seconds of wait or 'think' time for the whole class. Provide a specific question that will be asked during your lecture or discussion to a student at the beginning of class period so they have plenty of time to think and come up with their answer. It's important for EAL students to have time to think and process the question and the answer.
- 2) **Directions/Instructions** – How do you convey the directions/instructions for an assignment? Consider writing the directions in a simplified form on the paper or on the board. Steps are also good for students, so that they can process one thing at a time. If you are giving your direction orally, ask your class "Who can repeat my directions/instructions?" This will help you check their understanding before they get

started with the activity/project. Remember to always provide them in at least two forms (written out and a verbal explanation).

- 3) **Model** – Do you have examples of assignments or activities to show? Provide an example of the project/assignment and demonstrate the activity with a few students (role play). Seeing an example helps the student understand the end product and they will pick up on details that might be lost with the possible language barrier. This will also provide them with an opportunity to go back later and see if there is something else to add.
- 4) **Vocabulary** – How do you present important vocabulary words? Introduce and learn the vocabulary words at the beginning of a unit. There are a variety of ways to understand and process vocabulary words, such as concept definition maps, Frayer model, semantic webbing, pictures, etc. These can be done in class or for homework.
- 5) **Handouts** – How are your handouts structured? Simplify them by taking out long texts and adding bullet points or shorter paragraphs. Add pictures and diagrams to further explain the information/concept.
- 6) **Note-taking** – What structure do you expect for notes? Provide students with a set structure for their notes. This will allow you to scaffold their note-taking. At the beginning of the semester, you provide the structure and the majority of the information, leaving out just vocabulary words or a few key ideas. Every month take out a few more details, requiring that the student fills in the information themselves. By the end of the semester, provide the student only with the main ideas, requiring the student to fill in most of the information. This will also improve their listening skills.
- 7) **Scaffolding** – How is the new information presented? Scaffolding is a technique where you begin with information or a topic the students know and feel comfortable with. You slowly build on it and show links between their prior knowledge and the new information. This continues until the students can synthesize all of the information. Scaffolding can come in many forms – whole units down to the structure of a worksheet and quiz.
- 8) **Pre- Activities** - What do you do before reading or lecturing about specific information? To prepare students for the information, have a pre-reading or pre-lecture activity. This could include reviewing the questions that will be asked after the reading, discussing the general topic to generate vocabulary and ideas, or using a KWL chart.
- 9) **Multiple Learning Styles** – Which learning styles are you engaging throughout your lesson? There are a variety of ways to think about the different learning styles (Multiple Intelligence, Kolb's learning inventory, 4MAT, EAL skills, etc.). It's important to choose a way of understanding and incorporating different learning styles into one lesson plan. This will enable you to analyze your lesson plans to ensure that the information is being presented and practiced in a variety of ways.
- 10) **Differentiation** – How do you differentiate? Differentiation can come on many different levels and in many different forms, such as ability grouping, interest grouping, etc. The type of differentiation should be aligned to your desired outcomes and goals for the unit.

An ICS team makes the determinations to create accommodations, or modifications in program or grade and the fact that the course or grade is accommodated or modified is noted on the student's report card.