



THE AMERICAN SCHOOL OF MARRAKESH
Building Bridges Across Cultures
Celebrating 25 Years of Excellence—Since 1995

INCLUSION POLICY
School Year 2022/2023

ASM MISSION & VISION

The American School of Marrakesh aims to be a dynamic multicultural community of lifelong learners driven by People, Passion, Purpose.

Our mission is rooted in the belief that communities flourish if
Everybody belongs, Everybody engages, Everybody inspires.

The ASM mission is informed by a vision of
Preparing global leaders for purposeful impact in their pursuits

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS



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We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We 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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



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PHILOSOPHY

The American School of Marrakesh is committed to creating an inclusive and welcoming educational environment where students feel supported, encouraged, independent, and appreciated. ASM believes in equitable access to the Diploma Programme for all students. Working with students and their parents, our team will assist and guide students throughout their DP programme journey.

PURPOSE OF THIS DOCUMENT

- Describe the School's philosophy with regards to inclusion.
- Clearly outline the process ASM has adopted for identifying, supporting and assessing DP programme students.
- Explain the support services available to students.
- Clearly outline the different roles and responsibilities engaged for the successful implementation of the School's Inclusion Policy.

VISION

Through a Response to Intervention model, the Learning Support Department strives to assist students to become independent learners. The department adopts a multi-tiered approach to the early identification and support of students with learning and behavior needs in collaboration with ASM staff and families. We expect to move all students toward greater engagement, academic success, and social and emotional growth by providing high-quality, differentiated instruction.

PROCESS

IB Principles of Inclusive Education

The IB supports the following principles of an inclusive educational environment where:

1. Education for all is considered a human right.
2. Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and overall development and growth for every student.
3. Every teacher is responsible for the education of all students.
4. Learning is considered from a strength-based perspective.



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5. Learning diversity is valued as a rich resource for building inclusive communities.
6. All learners belong and experience equal opportunities to participate and engage in quality learning.
7. Full potential is unlocked through connecting with and building on previous knowledge.
8. Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
9. Multilingualism is recognised as a fact, a right, and a resource.
10. All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as global citizens.
11. All students in the school community have a voice and are listened to so that their input and insights are taken into account.
12. All students in the school community develop the IB Learner Profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
13. Diversity is understood to include all members of a community.
14. All students experience learning as a key component of success.

INCLUSION AT ASM

All staff at ASM aim to support a variety of student needs. These needs include:

- Learning Disabilities
- Gifted and Talented
- ELL needs
- Social-Emotional Needs (SEL)

The inclusive classroom at ASM is a place where students feel valued, are engaged in their academics, are moving toward independence, and feel safe and secure. In order to achieve this, ASM teachers provide to students:

- open and respectful communication



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- opportunities for students to advocate for their needs
- a variety of methods to meet the different learning styles and needs of their students
- flexible and cooperative student work groups
- instruction and assessment differentiation
- support for students in their classrooms with appropriate activities and guidance
- an emotionally and physically safe environment for learning
- clear and consistent routines
- clear expectations
- accommodations to help students with mild to moderate learning needs to access the curriculum
- modifications to the curriculum for those students with significant learning difficulties

Additionally, all staff at ASM recognize:

- Students have different educational and learning needs, abilities, profiles, and aspirations.
- Differentiation and scaffolding promote effective learning.
- Students gain knowledge and skills at different rates through different means.
- All students are capable and unique.
- Students and staff are lifelong learners.
- ASM strives to achieve a school culture that welcomes all students and their families.

In order to support all teaching staff regarding inclusion, its value, and its implementation, professional development training from the Learning Support Program on inclusive practices and differentiation are delivered during staff orientation week and Wednesday afternoon workshops as well as through other types of professional development (both internal and external) geared towards supporting inclusion and Response to Intervention (RTI) in ASM classrooms.

In order to support students and families seeking to enroll in the Diploma Program (DP), the ASM Learning Support Program will, at enrollment, advise parents of the rigorous program requirements to ensure appropriate placement and share key documents such as the “**Candidate with Special Assessment Needs**” requirements.

At ASM, the Learning Support Program functions as the umbrella service coordinator for all students requiring extra support. The primary goal of the Learning Support Program is to ensure that the needs of all learners are identified and accommodated for. The Learning Support Program consists of a Learning Support Coordinator, a paraprofessional, and teaching assistant. The role of the Learning Support Coordinator is to administer the program, case manage students, provide professional development, and co-teach where applicable. The paraprofessional provides push-in and pull-out support for students, helps in translation, assists the facilitation of meetings, assists in documentation and paperwork related to the Learning Support Program, and assists teachers in differentiation and inclusion strategies. The teaching assistant provides push-in support and assists



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teachers in differentiation strategies.

Through the Response to Intervention (RTI) system utilized at ASM, staff continually gather information about a student's academic performance and behavior under increasingly intensive levels of instructional support. This data includes quarterly benchmarking results, MAP test results, progress monitoring, behavior and attendance reports, grades, and anecdotal observations. These data points are used as part of the process to determine whether a student has a learning disability and is eligible for disability services at ASM. The eligibility process consists of three steps: Referral, Evaluation and Determination of Eligibility.

ASM inclusive practices in identification, assessment, and support of students are as follows:

1. The American School of Marrakesh supports the practice that student diversity of all kinds should be included as a resource, seeing individual differences as opportunities to enrich the school culture and learning.
2. The American School of Marrakesh supports the practice that diversity is a resource in regard to what it means to be internationally minded and inter-culturally aware.
3. The American School of Marrakesh supports the practice that collaborative planning by all teachers who are part of a student's education is essential in supporting students with difficulties.
4. The American School of Marrakesh supports the practice that the school and parents must work collaboratively to ensure that students with learning support requirements are able to progress.

REFERRAL PROCESS

ASM utilizes a multi-tiered response to meeting diverse student needs that requires the initial use of classroom and school resources before referring the student to an outside provider. When a student is moved from Tier 1 (universal supports utilizing high quality instruction following the Universal Design for Learning/UDL approach) to Tier 2 supports, classroom differentiation and/or Learning Support push-in services will be provided. Student progress will be consistently monitored by teachers and Learning Support staff as part of the early identification process.

In a differentiated classroom at ASM, teachers:

- Differentiate content: content differentiation varies what is taught and how it is taught.
- Differentiate process: process differentiation involves providing students with varied opportunities to process or make sense of the content.



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- Differentiate product: product differentiation involves allowing students to show, in varied ways, what they know, understand and are able to do.

ASM best practices in differentiated classrooms include:

1. Affirming identity and building self-esteem.
2. Valuing prior knowledge.
3. Meaningfully assessing existing knowledge, strengths, and interests.
4. Recognizing that there may be gaps or overlaps in learning.
5. Consistently utilizing individual student needs and data to inform teaching and learning.
6. Explicitly activating students' prior understanding to promote new skill acquisition..
7. Taking into account prior learning when designing, differentiating, and planning for instruction..
8. Scaffolding: A strategy that enables learners to accomplish a task that would otherwise be more difficult to complete. It may include: graphics, visual aids, demonstrations, dramatization, small, structured collaborative groups, teacher language, use of native language or best language to develop ideas and initial plans.
9. Extending learning by combining high expectations with numerous opportunities for student-centred practice and interaction with cognitively rich materials and learning experiences.

When a student does not respond adequately to supplemental differentiated instruction (i.e, Tier 2 interventions with increasing support), staff are asked to complete a Learning Support referral (please see the ASM Learning Support Referral Process Addendum). Parents may also refer their child if a completed evaluation exists or they have concerns regarding their child's progress. Learning Support then meets with parents, classroom teacher/s, and when applicable the student as a Student Assistance Team to review the student's performance data and to determine whether an evaluation is needed or if a student's performance is related to mitigating factors.

In regard to students needing ELL support, students are provided with push-in classroom support and supplemental academic instruction as a result of recent ASM "Intro Program" completion or via identification during the admissions process. ASM students requiring ELL support are provided with inclusive classroom based supports regardless of English language proficiency.

EVALUATION PROCESS

The first step of the evaluation process is to rule out mitigating factors that could account for a student's performance, and, in turn, to indicate whether the student does in fact have a learning



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disability. Factors to rule out include:

1. A lack of appropriate instruction
2. Vision or hearing loss
3. A low level of English proficiency
4. An environmental or cultural disadvantage
5. Low motivation
6. Situational trauma

Once mitigating factors are ruled out, the Learning Support Coordinator will meet with the student's parents to inform and encourage them to obtain an outside evaluation (psycho-educational, speech/language, etc.) from a licensed provider. ASM Learning Support maintains a list of outside providers and can help facilitate appointments should families require it. Examples of outside evaluations requested by ASM Learning Support can include:

Assessment	Purpose
<ul style="list-style-type: none">● Intelligence testing (WISC V)● Adaptive behavior scales to assess communication, daily living skills, socialization, and motor skills● Psycho-educational evaluations● Academic aptitude testing (Woodcock-Johnson)	To eliminate intellectual and developmental disabilities as a cause of learning problems
<ul style="list-style-type: none">● Speech and language screening	To eliminate speech or language impairments as a cause of learning problems



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<ul style="list-style-type: none">• Behavior checklists (parent and teacher)	To eliminate an emotional or behavioral disorder as a cause for academic failure
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DETERMINATION OF ELIGIBILITY PROCESS

Upon receipt of the completed outside evaluation, the Learning Support Coordinator will hold a Student Assistance Team meeting (parents, teacher/s, student if applicable, outside provider whenever possible, and divisional administration) to determine eligibility and to draft and develop a Learning Plan or Confidential Student Summary (recommended accommodations and modifications) based on the student's needs, disability category, and provider recommendations. Learning Plans for Diploma Program students will be developed and written in accordance with IB policies and guidelines.

With the consensus of the Student Assistance Team, the student will either be accommodated at ASM or external support will be provided. If mitigating factors are found to be the cause, the ASM Learning Support and Counseling Department, in conjunction with staff, will ensure the necessary supports are put in place for the student (ELL support, counseling, extra classroom support, etc.).

CONFIDENTIALITY/DOCUMENTATION

ASM Learning Support treats all information about students as confidential. Any communication regarding a student's Learning Support status will be retained within their electronic file, access to which is restricted to the Learning Support Coordinator and Senior Administration. Data retained by ASM Learning Support on any student will be kept confidential. Only with parent/guardian permission will information and/or recommendations be communicated to the teachers and staff directly responsible for the education of the student. It is the responsibility of the Learning Support Coordinator to create, update, and maintain all documentation of student referrals, learning plans, confidential student summaries, outside evaluations, and meeting notes. All documentation will be scanned and stored electronically. All Learning Support student records will be stored electronically for a period of 7 years.

PRE-EXISTING IEPs/LEARNING PLANS AND EVALUATIONS

In cases where an incoming ASM student has an evaluated learning disability or a completed outside evaluation and this is discovered through the ASM admissions process, the Learning Support Coordinator will meet with parents to authorize access to a copy of the evaluation and



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permission to contact the outside evaluator. The Learning Support Coordinator will hold a Student Assistance Team meeting to draft a Learning Plan and communicate recommended accommodations and modifications to staff who work directly with the student. All Learning Plans for Diploma Program (DP) candidates will be written in accordance with IB policies and guidelines.

GIFTED & TALENTED

At ASM, the term “Gifted and Talented” includes a student’s high ability in one or more of the following areas:

- General intellectual ability or talent
- Specific academic aptitude
- Visual arts and performing arts

A student could be identified as “Gifted and Talented” based on existing school data and cumulative file information, teacher identification, and parent provided documentation from external sources (i.e. pre-existing evaluation). When a student is identified as being “Gifted and Talented”, teachers are asked to differentiate/compact their instruction to meet the needs of the student. At ASM, “Gifted and Talented” students are mainstreamed in the general education using differentiation (i.e. compacted curriculum) for deeper rigor and challenge. The Learning Support Department will collaborate with parents in identifying avenues for these students to further develop their talent/s and continue to hone their skill/s.

LEARNING SUPPORT SERVICES

When a student is identified as needing Learning Support services, the student’s individual needs and requirements are considered on an individual basis.

Students requiring Learning Support Services may:

- Display difficulties or live with conditions that hinder learning and will need differentiated teaching strategies for classroom management and academics.
- Display a higher than average aptitude in one or more subjects that requires differentiation and extension of the curriculum.
- Have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.
- Require support to access learning opportunities including planned strategies to



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access instruction and inclusive assessment arrangements to access assessment.

Disabilities of ASM students that require Learning Support Services may include:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech, language and/or communication difficulties

Learning Support services at ASM include an umbrella of services as part of the RTI process in order to ensure that all stakeholders are included, informed, and trained in best practices for inclusive practices at ASM and to ensure that all Learning Support services provided to students are based on individualized student needs. Direct services provided to students are based on their individual learning needs and adjusted through the progress monitoring process.

- **Staff Professional Development:** The ASM Learning Support Coordinator provides ongoing whole school, grade level, and individual staff professional development in the areas of Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), Differentiation Strategies, Gifted and Talented Support, Disability Awareness, Social Emotional Learning (SEL), Inclusion Strategies, and Sheltered Instruction Observation Protocol (SIOP) strategies for ELL students.
- **Family Information Sessions:** The ASM Learning Coordinator provides information to families seeking advice on supporting their students both academically and behaviorally. These sessions also include awareness on the referral process as well as the Learning Support program at ASM.
- **Co-Teaching:** When requested by staff members, the Learning Support Coordinator is available for co-teaching as well as classroom Social Emotional (SEL) lessons for students.
- **Social Emotional Learning (SEL) Instruction and Professional Development:** ASM has classroom based Social Emotional (SEL) curriculums in place for grades 1-12. The ASM Learning Support Coordinator provides ongoing classroom SEL instruction (where



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requested) and professional development to staff and individualized SEL instruction to students (when requested through the Student Assistance Team).

- Push-In Support: Utilizing ASM support staff (trained paraprofessional and teaching assistants) classroom based support is available PreK-12.
 - Push-In Support in the Lower School is typically the first response to supporting students with learning needs. The Learning Support Paraprofessional or Teaching Assistant helps the teacher in differentiating lessons and supports students by teaching and coaching the development of skills for identified needs such as attention, behavior, motivation, and collaboration in line with the student's Learning Plan. In the PreK classes, Push-In Support can also be provided to help students who need assistance in achieving developmental progress. These services also include ELL students, students in the referral process, and monitored students.
 - Push-In Support in the Upper School is put in place where students need individual or small group support in specific areas of the curriculum. The Learning Support Coordinator or Learning Support Paraprofessional collaborates with the subject teacher to develop differentiated or modified learning targets and/or assessments to support individual students' needs in line with the Individual Learning Plan.

These services also include ELL students, students in the referral process, and monitored students.

- Small Group or Individual Pull-Out Interventions: If determined by the Student Assistance Team, individual students or a small group of students requiring Tier 3 interventions are pulled out for specific academic skill remediation using a research-based curriculum for cycles of 6 weeks. Benchmarking (pre, during, and post intervention) data is monitored and provided to required staff and parents at the end of each intervention interval. Additionally, ASM may determine that a student requires an individual assistant when a student is unable to meet curriculum standards without modifications to the curriculum and without the on-going system of supports that has been provided through the RTI process.
- Study Skills Sessions: Learning Support staff are available daily after school to provide ASM students receiving Learning Support Services with direct study skills instruction, homework help, and remedial lessons.



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- Referral to outside resources and entities for parents of Gifted and Talented Students.
- Small group and individual counseling services provided by the ASM Counseling Department.
- Social Emotional Learning sessions on self-advocacy and independence for all students receiving Learning Support services at ASM (available upon parent, teacher, student request, or as needed).

Inclusive Assessment Arrangements

Assessments at ASM are differentiated according to the Student Assistance Team recommendations, requirements of the outside testing agency (in the case of MAP, SAT, and AP testing), and the ASM Handbook. All ASM teachers are expected to ensure they provide all students with differentiated assessment through utilizing the Universal Design for Learning (UDL) instructional planning approach as well as completed ongoing assessment. This is via benchmarking, pre-assessment, and formative assessments in order to better understand how they can provide the opportunity for all of their students to demonstrate their learning on summative assessments.

To qualify for testing accommodations through the Learning Support Program, a completed evaluation from a licensed outside provider, not older than 2 years, must be provided to the school. ELL students are accommodated per the Northwest Evaluation Association (NWEA) guidelines for MAP testing and granted additional time on classroom based tests in collaboration with teachers.

Diploma Program (DP) students at ASM will be granted inclusive assessment arrangements in accordance with the current IB policies and guidelines. No special arrangement will be done without the required documents and only the IB is authorized to allow “assessment access requirements”. All requests made by ASM for inclusive assessment arrangements will be submitted to the IB six months prior to an examination session.

Assessment accommodations for classroom based and outside assessments typically include:

- Modification to exams in length or presentation
- Extension to classwork deadlines
- Clarification of test and classwork directions
- Additional time/frequent breaks



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- Small group testing in a separate location
- Information and communication technology
- Scribe and transcription
- Readers for testing

Progress Assessment

In order to ensure that students receiving Learning Support Services at ASM are making adequate progress, a variety of processes and data points are utilized:

- ASM Learning Support and the Student Assistance Team hold tri-yearly or as needed meetings for all students with a Learning Plan or Confidential Student Summary.
- Accommodations and modifications are adjusted as needed per student performance and outside provider recommendations.
- Data points such as behavior referrals, attendance, grades, benchmark assessments, MAP test results, and individual learning targets are assessed at the beginning, middle, and end of each semester for all students receiving Learning Support Services, in referral, or in monitored status.

ASM students receiving Learning Support Services are not tiered, it is their interventions that are tiered (please see the ASM RTI Addendum). Whether a student receives services due to an evaluated disability, ELL needs, or is a student in referral, they move from intensity and duration of services under the RTI model based on their individual needs. After (2) consecutive school years of making consistent growth in all data areas, Learning Support students are placed in monitored status where they may not be receiving the continued direct support, but their data is continually being monitored and meetings are held as needed to ensure they are continuing to excel.

Students with evaluated disabilities may be placed on monitored status, but the Learning Plan process and continual updates of evaluations are required. Removal from Learning Support monitored status (services exit) only applies to students who receive Learning Support services without an evaluated disability, who demonstrate consistent growth across areas, and in conjunction with parental agreement.

All students receiving Learning Support Services in the Diploma Program (DP) will be continually monitored and accommodated at ASM as part of the RTI process and in accordance with IB policies and guidelines.



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All staff at ASM are dedicated to celebrating individual student learning successes and targets for all students. These include individual recognition at the classroom and grade level as provided by ASM academic and social emotional/character education award ceremonies as well as grade level graduation ceremonies. Students in the Diploma Program (DP) will have their successes celebrated based on their individual Learner Profile targets, IB exams success, and through completion and graduation from the Diploma Program (DP).

Responsibilities (bullet points only):

Teachers:

- All teachers are inclusion teachers.
- Make use of the resources made available through the IB .
- Staff will be active in reporting potential learning difficulties to the Learning Support Coordinator and their Divisional Administrator.
- Teachers will ensure they are providing accommodations and modifications for Learning Support students as provided for in their Confidential Student Summary.

Leadership:

- Divisional Administrators will notify the Learning Support Coordinator of any student that is showing a significant academic or behavioral delay.
- Divisional Administrators will attend Learning Plan meetings for students in their division.
- The Leadership Team will coordinate with the Learning Support program in regards to students requiring special assistance.

Parents:

- Parents will be actively involved in their student's development and learning.
- Parents will inform the Learning Support Coordinator if they suspect that their child is in need of assistance or has an existing / identified area of concern.
- Parents will be actively involved in Student Assistance Team meetings.
- Parents must give consent prior to Learning Support services being given.

Students:



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- Students will actively be involved in their development and learning.
- Students in the Diploma Program will take an active role in understanding the accommodations and modifications available to them.
- Students will take advantage of the accommodations and modifications available to them.

Diploma Program Coordinator:

- The DP Coordinator will actively coordinate with the Learning Support Program to ensure that DP candidates who require accommodations and modifications are being given those opportunities.
- The DP Coordinator will work to ensure that the ASM Inclusion Policy is known and understood by all staff and leadership at ASM.

Learning Support Team

- Learning Support TAs and Paraprofessionals will actively support students requiring accommodations and modifications during push-in services.
- Learning Support staff will work closely with teachers and staff to ensure they understand a particular student's needs and accommodations or modifications.
- The Learning Support Coordinator will coordinate all policy, documentation, and meetings in a timely manner for parents, staff, and administration.
- The Learning Support staff will work to ensure that the ASM Inclusion Policy is known and understood by all staff at ASM.



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Glossary of Terms

Term	Meaning
Response to Intervention (RTI)	A multi-tier approach to early intervention and possible identification and support of students with learning and behavior needs.
Multi-Tiered System of Supports (MTSS)	An instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.
Social Emotional Learning (SEL)	The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Measure of Academic Progress (MAP)	MAP® Growth™ measures what students know and informs what they're ready to learn next by dynamically adjusting to each student's performance
Learning Plan	A tool to help plan, teach, monitor and evaluate a particular student's progress.
Confidential Student Summary (CSS)	A document provided to school staff listing an individual student's accommodations and modifications.
English Language Learners (ELL)	Students identified as requiring additional assistance in achieving English language proficiency.
Universal Design for Learning (UDL)	A way of thinking about teaching and learning that gives all students an equal opportunity to succeed.



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Sheltered Instruction Observation Protocol (SIOP)	A research-based and validated instructional model that has proven effective in addressing the academic needs of English learners.
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