



Student Support Team (SST)

The ICS Student Support Team (SST) serves students across all the grade levels who need support beyond classroom services. Services offers are Learning Support, English as an Additional Language, Speech Therapy, Occupational Therapy, Educational Diagnostic Examinations and Behavior Interventions. In addition, ICS has a program for students with significant leaning needs.

ICS has one of the most intensive and comprehensive Student Support Services programs in the international school system.

We believe:

- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and growth for every student
- Diversity in learning is a rich resource for building inclusive communities
- That all students can and want to learn.
- All students need to have an opportunity to find their passions and reach their potential.

“ICS is fortunate to have an extensive array of supports available.”

We attempt to provide: “What a student needs, when a student needs it” without a lot of barriers, paperwork or labels.

ICS Addis is committed to a progressive and reflective process concerning inclusion. The ICS Board, administration and faculty support and encourage the education of many children and aim to provide the best responsibly high quality, responsibly inclusive education in Africa. ICS is fortunate to have an extensive array of supports available to students and parents.

The ICS Student Support Services Program is based on the concept that differentiation is achieved by the continual adjustment of an appropriately challenging learning program to match a student’s demonstrated level and pace of learning. This is achieved through Professional Learning Communities (PLCs), the Response to Intervention (RtI) model, and parent and student involvement. Through these programs and partnerships, ICS works within available resources and to the best of our ability to meet the individual needs of our students.

RESPONSIBLE INCLUSION: Inclusion at ICS is defined as...

- being included and participating in the school community using one's abilities in regular day-to-day activities to the maximum extent possible to each student.
- being a part of what everyone else is doing and being welcomed and embraced as a member who belongs.

This means that a student with learning diversity is supported by the school to make this belonging and participation occur. Responsible inclusion is being accountable to make this “inclusion” happen with the resources available to the school and within the community. Each students needs are considered to determine if ICS has appropriate resources available.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.



PROFESSIONAL LEARNING COMMUNITIES

“The very essence of a learning community is a focus on and a commitment to the learning of each student. When a school functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it.” (DuFour, DuFour, Eaker, & Many, 2006)

At ICS a Professional Learning Community (PLC) is defined as educators using inquiry in a collaborative, results-oriented manner to ensure high levels of learning/behavior for all students.

COLLABORATIVE TEAMS FUNCTION AS PLCS FOCUS THEIR WORK ON THE FOLLOWING FOUR CRITICAL QUESTIONS:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

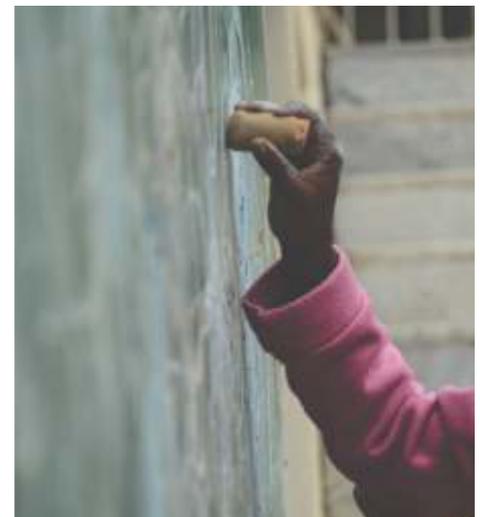




RESPONSE TO INTERVENTION (RtI)

ICS uses the Response to Intervention (RtI) model to address student performance and growth. RtI provides a framework for PLCs to structure interventions and discussions concerning students. RtI is the practice of providing high-quality instruction and interventions matched to student(s) needs, monitoring progress frequently to make changes in instruction or goals, and applying data to important educational decisions. RtI holds the promise of ensuring that all children have access to high quality instruction, and that struggling learners – including those with learning disabilities – are identified, supported, and served early and effectively.

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OTHER SUPPORT SERVICES

SCHOOL PSYCH SERVICES

Evaluates different areas of a child's cognitive abilities, levels of achievement, behavioral patterns, language skills and other areas of processing that impact learning. A battery of tests is designed for each child, and is dependent upon their individual needs. The examiner analyzes the results to find patterns of strengths and weaknesses. This information is used to tailor the child's program to help meet their learning needs. A detailed report is generated for the teachers and parents.

COUNSELING

School counselors provide transition planning, career exploration, educational interventions, and behavior support for students in connection with SST.

SPEECH AND LANGUAGE

Evaluates and provides intervention to children presenting with cognitive/ communicative disorders including, but not limited to, disordered articulation, voice, expressive language, receptive language, pragmatic skills, executive function skills, feeding/swallowing and, fluency (stuttering).

OCCUPATIONAL THERAPY

Evaluates and provides intervention to children struggling with fine motor skills, gross motor skills, sensory processing skills, activities of daily living as well as instrumental activities of daily living.

TRANSITION A AND B SUPPORT

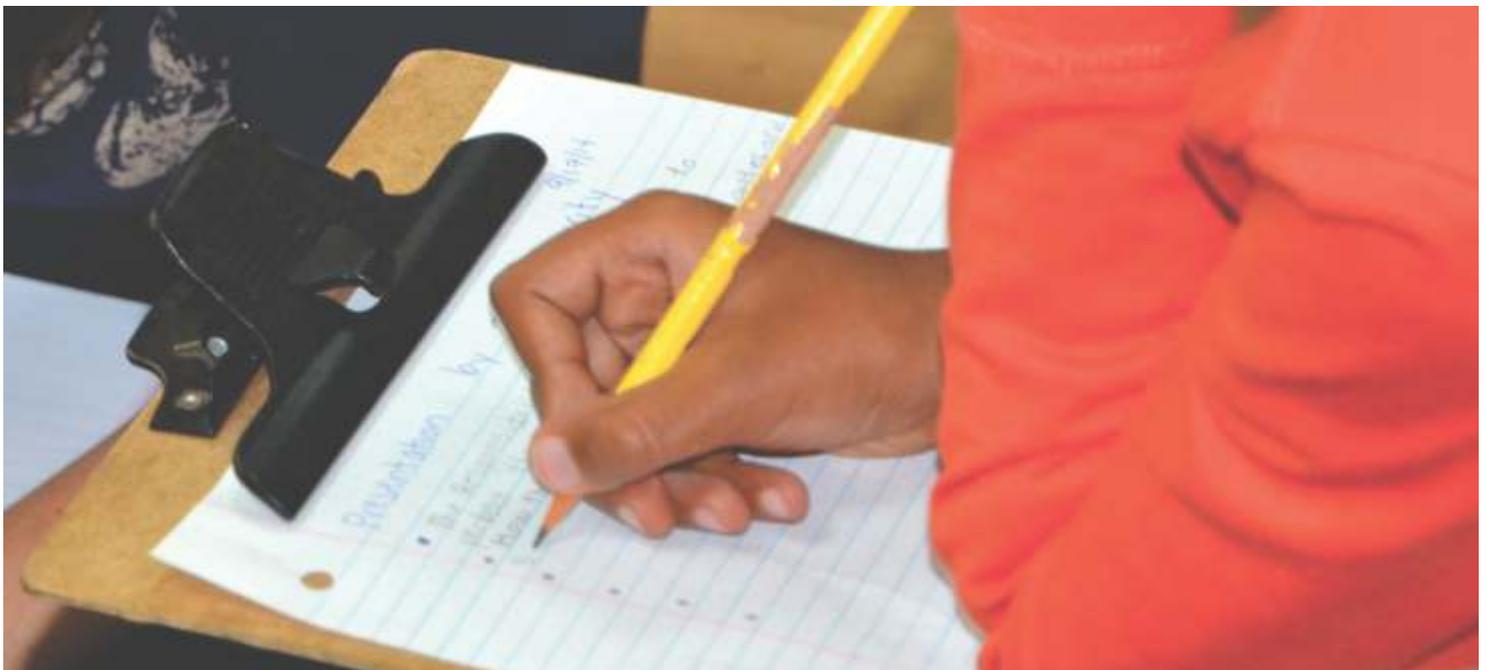
ICS accepts a specific percentage of students who have significant to intensive learning disabilities or sometimes students currently enrolled are found to have significant learning disabilities. ICS offers these students the opportunity to attend and be part of the ICS community. Transition students require more support, services, accommodations, and modifications than our average student requires and are supported by a specially trained group of teachers and teaching assistants. They are included in the mainstream environment as much as possible and we believe our school and students are enriched with their attendance at ICS. The number of these students is limited to no more than 2% of our total school population.

Our transition program goals:

- access the curriculum in a modified way that makes sense
- increase social integration
- independently perform functional life skills

Functional life skills include:

- computer skills
- consumer math
- independent living skills
- social skills
- and more



Michael Schooler, Deputy Head of School, Student Services