American Academy Casablanca

Student Support Services Handbook

2018-2019 School Year

Approved by the Executive Board: October 2018

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Section 1. Overview of Student Support Services at AAC
American Academy Casablanca prides itself in having a student body which represents a variety of learning styles and abilities. As such, student support services are offered to students in varying ages. There are two principle types of Student Support Services offered at AAC - those that are readily available for all students, and those that exist to support specific students after going through process of detection and formal entry to the program.

The following Student Support Services are readily available for all AAC student: Social Emotional Counseling, Career and College Counseling, and Tutoring. Language Support and Learning Support Programs have separate entry requirement and are available to qualified students who require additional support in these areas.

1.1. Student Support Services Team
The Student Support Services Team at AAC is created with the purpose of guaranteeing a holistic approach to meeting diverse student needs. A team of specialists in various areas works in each Academic Division to make sure the students' psychological, emotional, intellectual and social needs are addressed in accordance with their learning process.

Based on student enrollment and specific needs in each Division, the AAC Student Support Services Team includes the following staff:
- Guidance Counselors
- Language Support Teachers
- Learning support teacher
- Individual Student Shadow Teachers (in very specific cases)

The complete job descriptions for the members of the Student Support Services team are located on the AAC Staff Shared Drive. They are also available to parents upon request.

Section 2. Counseling
The Guidance Counselors from each Division oversee the programs from their area and offer social-emotional counseling, academic advising for High School students, guidance classes focused on social-emotional development, and college and career counseling for students nearing graduation.

2.1. Social-Emotional Counseling
The Guidance Counselors are committed to supporting students' social/emotional needs. As advocates for students, the counselors promote a positive environment that enhances the students' ability to properly manage the social/emotional demands of their lives. The Guidance Counselors use appropriate methods and programs to promote a school environment designed to propel students toward positive mindsets and behaviors supporting social/emotional development through direct (e.g., classroom curriculum, group counseling and individual counseling) and indirect (e.g., collaborating or consulting with staff, families or communities) services.

2.2. Academic Advising
As students get closer to graduating from high school, they have increased options in choice of course load and focus of study. Guidance Counselor, teachers, the IB Coordinator, and Principals work with students to select the most appropriate courses according to their interests and abilities. In addition, they support students in achieving success despite any adversities that individual students face due to learning or social-emotional difficulties. This is particularly

important, considering AAC's strategic plan to implement the IB program, in which students have an increasingly rigorous and challenging curriculum of classes that are largely left up to student choice.

2.3. Character and Guidance Education
The guidance program in grades 1-9 uses Dr. Stephen Covey's *The Leader In Me* process of the *7 Habits of the Highly Effective Person* to help develop the essential life skills and characteristics students need in order to thrive in the 21st century. *The Leader in Me* becomes part of the culture, gaining momentum and producing improved results year after year. The process progresses with each grade level and is supplemented with the American National Counseling Association and California State Standards for counseling for topics covering human growth and development. *The Leader in Me* Process is an introduction to personal leadership.

2.4. College and Career Counseling
As students near the end of their time at AAC, it is increasingly important to provide them with solid guidance and preparation for their post-secondary educational processes. The College and Career Counselor works with students in grades 10, 11, and 12 to support in determining their competencies, areas of strength and interest, and ultimately selecting their university/ career paths. The College and Career Counselor also supports students in preparing for the SAT and in the college selection and admissions process, including arranging career days, university fairs, and other opportunities for students to assess their post-secondary education plans.

Section 3. Learning Support Services
AAC understands that students learn in different ways. The first point of intervention and student support is always the regular classroom and the Classroom Teacher. Meanwhile, some students may require support or differentiation beyond what is provided by the classroom teacher.

3.1. Instructional Methodologies Used in the Regular Classroom
Many mild learning needs are met through the AAC approach to regular classroom instruction. Although all students benefit from these instructional methodologies, students with mild diverse learning needs generally respond exceptionally well to learning environments in which diverse instructional methodologies are implemented. Examples include, but are not limited to:

- Peer modeling
- Small group reinforcement
- Ability grouping
- Multimedia presentations
- Pre-teach and reteach
- Pair/small group instruction
- Differentiated instruction
- Before and after school extra assistance
- Set time limits on specific task completion
- Desktop list of tasks
- Set/post class rules
- Positive reinforcement

- Smartphone apps
- Chart progress
- Positive reinforcement
- Set/post class rules
- Checklists or charts to track progress
- Ignoring minor inappropriate behaviors
- Clearly defined expectations
- Self-monitoring/self-checking system
- Supervised transitions
- Flexibility in sitting/movements
- Color-coded work
- Labeled materials
- Breaks between tasks

- Use computer tools such as spell check or grammar check
- Repeat response
- Posters and other visual aids
- Collaborative editing
- Learning stations/centers
- Practice or rehearse
- Teach to student's learning style (visual, kinesthetic, tactile, auditory, multisensory)
- Use positive language
- Display key vocabulary
- Read lessons/materials/instructions orally
- Visual reminders
- One-step directions
- Show examples of work to serve as model
- Arrange tasks from easiest to hardest
- Less verbal prompts and instructions
- Consistent/repetitive instruction
- Pencil grips
- Less distracting environment
- Preferential seating
- Avoid seating near windows, doors or high-traffic area
- Adequately spaced reading materials with large, readable fonts
- Use of conducive learning spaces/pods
- Frequent task breaks
- Highlighted key texts on a projected screen
- Show examples of work to serve as model
- Arrange tasks from easiest to hardest
- Less verbal prompts and instructions
- Consistent/repetitive instruction
- Modify visual complexity (use of graphic organizers, semantic webs, mind maps)
- Modify visual complexity (use of graphic organizers, semantic webs, mind maps)
- One-to-one reminders
- Facial cues and gestures
- Immediate feedback
- Immediate reinforcers
- Tablets/iPads
- Computer/laptop
- Electronic translator
- Timers
- Seat cushions
- Provision of a quiet area in the classroom for independent work
- Reduced visual/auditory/sensory distractions
- Time out opportunities
- One task at a time
- Increased response time in classroom participation

3.2. Tutoring

At times AAC students may require additional support beyond the scope of that offered in the regular classroom in order to master certain skills, content, or courses that have deemed particularly challenging to the individual student. In these cases, outside tutoring may be required in order to further academic success. When an AAC student requires tutoring, the Learning Support Teacher will notify the parents and provide recommended tutors from the AAC Approved Tutors list. Tutoring may be suggested or requested for a students by a classroom teacher, parent, or the student. However, all tutoring processes are overseen by the Learning Support Teacher.

3.2.1. Approved AAC Tutors

AAC Teachers as Tutors: When an AAC Teacher wishes to serve as an after-school tutor for AAC students, he/she must be pre-approved by the Division Principal and may coordinate directly with the Learning Support Teacher for the levels in which they wish to tutor. However, in Primary School internal tutors may not provide charged services to students that are in the level(s) that they teach. In Secondary School, internal tutors may not provide charged services to their own students. Academic Department Coordinators and Division Principals may not

provide tutoring to students at AAC. When a parent arranges an AAC Teacher as a tutor for their child, the parent pays the teacher directly.

External Tutors: External tutors are vetted and selected by the Learning Support Teacher. They must provide the following documents: Complete CV, copies of diplomas, preferred levels and subjects, available schedule, and references. The Learning Support Teacher receives this information and seeks Principal approval before recommending an External Tutor to an AAC student.

3.2.2. When AAC Determines that a Student Requires Tutoring
When a teacher or administrator determines that a student requires tutoring, the Learning Support Teacher must be notified. The Learning Support Teacher will notify the parents and provide a list of at least three previously approved tutors for the subject and grade level. It is the parents' responsibility to select a tutor and coordinate tutoring appointments. The cost of tutoring is also covered by the parents.

There are also instances when a classroom teacher, assistant, or Learning Support Teacher may wish to provide support to a student outside of class, before or after school. These sessions have no additional cost.

3.2.3. When a Parent Believes a Student Requires Tutoring
If a parent believes that their child requires tutoring in a specific subject, they should contact the Classroom Teacher and/or Learning Support Teacher before hiring an external tutor. This enables the school to provide additional support, to recommend pre-approved tutors, and to ensure communication between the tutor and teacher.

3.2.4. Tutoring of AAC Students on the AAC Campus by AAC Employees
Tutors that are AAC employees may offer their private tutoring services to AAC students outside of their regular work contracted work schedule. Teachers are not charged for using facilities for private tutoring on campus, therefore, tutoring sessions held on campus are charged at 250 Moroccan Dirhams per hour per student and payment is made directly from the parent to the teacher.

AAC employees may also offer tutoring services off campus. In this case, as with any other external tutor, parents and tutors negotiate an hourly rate and payment is made from the parent directly to the teacher. The remainder of the tutoring procedures still remain in place even for off campus tutoring sessions.

3.3. The Special Needs Program
When early interventions, teacher-provided support and student study team interventions have all failed to meet the needs of the student, appropriate assessments will be determined by the Learning Support Teacher and coordinated with the parents. Learning Support Teachers provide services to students on a one to one basis and within groups both in and out of the classroom. Learning Support Teachers co-plan lessons to ensure that students have the correct accommodations/modifications and scaffolds that are suited to the needs of the students. Tutoring, accommodations, and curricular adaptations and modifications are overseen by the Learning Support Teachers to provide appropriate access to qualified students.

Parents are responsible for all direct expenses related to the Special Needs Program, including, but not limited to, the salary of an assistant/teacher or other costs directly generated by their child's participation in the program as outlined the IEP. Parent signature on the IEP

demonstrates acceptance to receive the described services, and also commits the family to pay the fees associated with the services and published on the IEP.

3.3.1. Entry to the Special Needs Program at the Time of Admission
At times, students admitted to AAC may require student support services. In the case of students requiring Learning Support due to a diagnosis or learning difficulty, the following procedure is followed for students with an identified special need at the time of Admission. During the application process, in addition to all documentation and testing associated with regular admission, documentation related to the student's special needs, including IEP from previous schools, and other pertinent information (such as medications, contact info of professionals working with the student, etc.) must be shared with the Admissions office as part of the application process.

Once these prerequisites are met, the Division Principal and Head of School, with support from the Learning Support Teacher (upon request), analyze the type of support required by the student in order to be successful at AAC and determine if the program is able to provide the necessary supports to the student, if admitted.

If the parent of the student does not turn in the required documents during the admission process or fails to disclose information relevant to the student's special needs, the student may gain admission without Student Support Services. In addition, the student will be subject to the 3-step detection process described in this handbook in order to eventually receive services.

3.3.2. Entry to the Special Needs Program for Students Enrolled at AAC
Step 1: Problem Identification and Referral to the Learning Support Teacher
Documentation: *Referral for Learning Support* (Annex 1)

Referral to the Special Needs Program for Current AAC Students
At times students in AAC may come to require support from the Special Needs Program. Normally, there are three ways for AAC students to be referred to the Student Support Program: Teacher referral, parent referral, and self-referral.

Referral to the Special Needs Program for New Students at the Time of Admission
Newly enrolled students with previously detected special needs must share all relevant documentation, including the most recent IEP from the previous school attended, and this will be taken into consideration at the time of admission to determine if the AAC Special Needs Program is able to support the student's learning at AAC. If the report is more than six months old, the school reserves the right to begin Step 2 of the process before agreeing to offer Special Needs services to the newly admitted student.

1. Criteria for Referral:
   - Score under the 35th percentile on any of the MAP tests
   - More than one failing grade on the Report Card
   - Consistent learning-related problem is observed in more than one class by teachers during a period of several consecutive weeks
   - Other evidence that the student may have a learning disability.
2. The case is referred to the Learning Support Teacher. If referred by a teacher, the teacher will complete the *Referral for Learning Support*. If referred by a parent or student, the Learning Support Teacher will fill out the form to document the request.
3. The Learning Support Teacher holds a meeting with the parents about the process.

Step 2: Data Collection and Analysis
Documentation: Class observations, assessment data, student work samples, etc.
1. The Learning Support Teacher meets together --with the student's Classroom Teachers in order to assess the student's learning in each class, identify eventual difficulties, and discuss any measures teachers may have already been taking to support the student.
2. In certain cases, a student may receive extra support while the Learning Support Teacher is recording observations and gathering assessment data and/or work samples.
3. The Learning Support Specialist coordinates external evaluations and assessments with the parents (i.e. educational psychologists, speech therapists, other specialists).
4. Learning Support Teachers are responsible for gathering internal data (within two weeks of receiving the Referral), and Parents are responsible for providing any required external evaluations.
5. Once all data is collected (including internal data and any required external evaluations), the Learning Support Teacher and the Division Principal will determine if there is sufficient presence of a learning difficulty (outlined in Section 3.3.A.1.) to merit admitting the student to the Learning Support Program and developing an Individual Education Plan (IEP).
6. The Division Principal will make the final decision with strong input from the Learning Support Teacher.

Step 3: Referral to the Special Needs Program
Documentation: Individualized Education Plan (Annex 2)
1. Under supervision of the Principal, the grade level Classroom Teachers and Support Teachers (Counselor, Language Support, Learning Support) meet to plan possible interventions.
2. The Learning Support Teacher guides the process and writes the Individualized Education Plan (IEP). The type and extent of accommodations or modifications is determined by the severity of the disability and the recommendation of the teachers and external professionals.
3. The Division Principal and Learning Support Teacher sign the IEP. In the case of Level 2 and 3 IEPs, the Head of School must also sign.
4. The Division Principal and the Learning Support Teacher will call the student's parents for a meeting and discuss IEP goals.
5. Parents will review, approve, and sign the IEP before it is implemented. In the case of Level 2 and 3 IEP, the parents must also have the IEP notarized.
6. Once approved by the Administration and parents, teachers receive a copy of the IEP and sign the master copy, to be placed in the student file.
7. The Learning Support Teacher is responsible for ensuring compliance of the IEP, reporting anomalies to the Division Principal.
8. The Learning Support Teacher documents and tracks academic progress (regular updates and evaluation).
9. The IEP is constantly under review, and is updated annually, and signed by the Division Principal, Teachers, and the parents. All IEPs expire on the annual anniversary of implementation and must be updated, following the same procedure as initial implementation.
10. In some cases, when an IEP deemed no longer necessary, the student will be provided a transition or exit plan. The decision to end and IEP is made solely by the Learning Support Teacher and Principal, jointly, with input from the Classroom Teachers. Although parents may express concern or provide relevant information, the ultimate decision regarding exiting the program will be made by the Division Principal.

If parents wish to appeal any part of the procedure outlined above, they may do so in writing to the Head of School.

3.3.3. Scope of Special Needs Services

Once a diagnosis has taken place as per the guidelines in section 3.2. of this Handbook, an Individual Education Plan is developed for the student. It outlines which services are offered, for how long, as well as any curricular modifications within the context of the mainstream AAC curriculum, as well as modifications to the overall AAC program up to and including a modified graduation plan.

AAC, through the Learning Support Teachers, provides special education services to students who are diagnosed with the following disabilities, as implemented by the collaborative work of the teachers and the Learning Support Teacher.

3.3.3.A. Learning, Language, and Communication Disorders

Description:

Learning Disorders

Learning Disorders may include: Dyslexia, Dysgraphia, Dyscalculia, Dysorthographia, Disorder of Written Expression, and Mild Cognitive Deficit. Learning disorders may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These issues affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning.

Language Disorders

Language Disorders may include: delays in articulation, phonology, auditory processing, as well as fluency disorders like stuttering, lisping, and dysarthria. Language Disorders involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language.

Communication Disorders

Communication Disorders may include delays in expressive language, receptive language, and pragmatic language. Communication Disorders affect an individual's ability to comprehend, detect, or apply language and speech to engage in discourse effectively with others. The delays and disorders can range from simple sound substitution to the inability to understand or use one's native language.

Special Needs Accommodations Potentially Offered for Learning, Language, and Communication Disorders:

- Extended time
- Extra breaks
- Graphic organizers
- Progressive content modifications
- Modifications to visual complexity (such as use of a highlighter, large print, visual magnification), text-to-speech/voice-activated technology, assistive technology (computer use, four-function calculator)
- No penalty for spelling and grammatical errors on written assessments
- Use of computer tools such as spell-check and grammar-check
- Note-taking strategies
- Student allowed to answer on test sheet
- Preferential seating

- Small group instruction
- Additional teacher assistance
- Approved use of special keyboard
- Extended time for verbal responses
- Optional essay work

Limitations of Services Offered for Learning, Language, and Communication Disorders:
- Scribe
- Human reader
- Exam study guide
- Therapeutic interventions
- In-class study partner or peer assistance
- Access to resource room
- Regular one-to-one pull-out assistance
- Hand-over-hand assistance
- Noise-canceling headphones
- Modifications to test format
- Audio recording of test response
- Multiple choice reduction or modification
- One-to-one dictation
- Braille
- Speech equipment and tools
- Speech therapy

3.3.3.B. Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)
Description: ADD/ADHD is a chronic condition that includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.

Special Needs Services Potentially Offered for ADD/ADHD:
- Extra/frequent breaks
- Preferential seating
- Small group instruction
- Graphic organizers
- Environment with reduced distractions
- Modifications to visual complexity (such as use of a highlighter, large print, visual magnification)

Limitations of Services Offered for ADD/ADHD:
- One-to-one assistance
- Therapeutic interventions

3.3.3.C. Moderate to High Ability Autism Spectrum Disorder (ASD)
Description: A developmental disorder characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.

Special Needs Services Potentially Offered for Moderate to High Ability Autism Spectrum Disorder:
- Structured and predictable working environment
- Establishment of clear procedures
- Graphic organizers
- Small group instruction

● Additional teacher assistance

Limitations of Services Offered for Moderate to High Ability Autism Spectrum Disorder:
● Therapeutic interventions (such as Applied Behavioral Analysis)
● One-to-one supervision
● Picture exchange communication system (PECS) materials
● Additional academic programs
● Elimination of visual or auditory distractions
● Guaranteed quiet spaces in the classroom
● Textured reading and writing materials
● Special chairs or therapeutic equipments
● Noise-canceling headphones
● Use of sign language
● Communication boards

3.3.3.D. Mild Physical Mobility and other Motor Disorders
Description: Mobility and Motor Disorders are neurological conditions that cause abnormal movements, which may be voluntary or involuntary. Movement disorders can also cause reduced or slow movements. May include: Muscular Dystrophy, Mild Cerebral Palsy,Tourette's, Tremors, Spasms, and Dyspraxia.

Special Needs Services Potentially Offered for Mold Physical Mobility and other Motor Disorders:
● access to the school elevator
● wheelchair access to the library
● modifications to physical education content

Limitations of Services Offered for Mild Physical Mobility and other Motor Disorders:
● physical assistance equipment

3.3.3.E. Mild Intellectual Deficits and other Cognitive Processing Deficits
Description: Cognitive Deficits are disorders that affect cognitive abilities including learning, memory, perception, and problem solving. They are defined by deficits in cognitive ability that are not developmental, but acquired. May include executive function, learning and memory, perceptual-motor function, language complex attention, and social cognition.

Special Needs Services Potentially Offered for Mild Intellectual Deficits and other Cognitive Processing Deficits:
● Extended time
● Extra breaks
● Graphic organizers
● Progressive content modifications
● Modifications to visual complexity (such as use of a highlighter, large print, visual magnification)
● Text-to-speech/voice-activated technology
● Assistive technology (computer use, four-function calculator)
● No penalty for spelling and grammatical errors on written assessments
● Use of computer tools such as spell-check and grammar-check
● Note-taking strategies
● Student allowed to answer on test sheet
● Preferential seating

- Small group instruction
- Additional teacher assistance
- Approved use of special keyboard
- Optional essay work

<u>Limitations of Services for Mild Intellectual Deficits and other Cognitive Processing Deficits</u>:
- Scribe
- Human reader
- Therapeutic interventions
- Exam study guide
- In-class study partner or peer assistance
- Access to resource room
- Regular one-to-one pull-out assistance
- Hand-over-hand assistance
- Noise-canceling headphones
- Modifications to test format
- Audio recording of test response
- Multiple choice reduction or modification
- One-to-one dictation

3.3.3.F. Mild Generalized Anxiety Disorders
<u>Description</u>: Mild Generalized Anxiety Disorders are chronic and sufferers experience worry and tension, often without provocation. May include panic, social, and generalized.

<u>Special Needs Services Potentially Offered for Mild Generalized Anxiety Disorders</u>:
- Services of a school counselor
- Structured and predictable working environment
- Establishment of clear procedures
- Extended time
- Extra breaks
- Graphic organizers
- Additional teacher assistance
- Limited time out opportunities as necessary

<u>Limitations of Services Offered Mild Generalized Anxiety Disorders</u>:
- After-school counseling
- Therapeutic interventions

3.3.B.7. Moderate to High Ability Down's Syndrome (DS)
<u>Description</u>: Down syndrome is a genetic disorder caused when abnormal cell division results in an extra full or partial copy of chromosome 21. This extra genetic material causes the developmental changes and physical features of Down syndrome. Down syndrome varies in severity among individuals, causing lifelong intellectual challenges and developmental delays. It's the most common genetic chromosomal disorder and cause of learning disabilities in children.

<u>Special Needs Services Potentially Offered for Moderate to High Ability Down's Syndrome</u>:
- Structured and predictable working environment
- Establishment of clear procedures
- Graphic organizers
- Small group instruction

● Additional teacher assistance

<u>Limitations of Services Offered for Moderate to High Ability Down's Syndrome</u>:
● Therapeutic interventions (such as Applied Behavioral Analysis)
● One-to-one supervision
● Picture exchange communication system (PECS) materials
● Additional academic programs
● Elimination of visual or auditory distractions
● Guaranteed quiet spaces in the classroom
● Textured reading and writing materials
● Special chairs or therapeutic equipments
● Noise-canceling headphones
● Use of sign language
● Communication boards

3.3.3.H. High-Achieving Students (High IQ & Academic Giftedness)
<u>Description</u>: High-achieving students include those with proven or potential capability in any of the following areas or in combination of them: high intellectual capacity, high specific academic aptitude, creative or productive thinking, leadership, visual or performing arts skills and high psychomotor skills. Must possess an intelligence superior to 130 according to Wechsler's Intelligence Scale and characteristics that place them above expectations in a specific area.

<u>Special Needs Services Potentially Offered for High-Achieving Students</u>:
● Independent Learning
● Advanced subject level
● Undertaking special interest projects
● Program and assessment differentiation
● Internships/Volunteer Opportunities
● Independent Study
● Dual University Enrollment
● Additional Learning Support for any program above
● Single subject acceleration in Math or English
● Full grade acceleration (skipping a grade)

<u>Limitations of Services Offered for High-Achieving Students</u>:
● Available only to students in grades 2-8

<u>Special Considerations for Single-Subject or Full-Grade Acceleration</u>:
While actual decisions about acceleration should always be guided by a thorough evaluation of the student using a research-based evaluation process, most good candidates for acceleration will display some of the following characteristics:
● Demonstrates above average general cognitive ability.
● Achieves academically in one or more subject areas a grade level or more higher than the norm for his or her age.
● Expresses a desire for more challenging instruction.
● Is socially mature enough to adapt to an environment serving older students.
● Responds positively to the possibility of acceleration.

Acceleration may not be a good option for students with some of the following characteristics:
● Has an older sibling in the same school in the grade level to which the student may be accelerated.

- Is sufficiently challenged by the curriculum at his or her current grade level;
- Would be significantly less emotionally mature than typical students at the grade level to which he or she may be accelerated.
- Responds negatively to the possibility of acceleration.

3.4. Individualized Education Plan

The Individualized Education Plan (IEP) is the official school document which serves as a communication tool between parents/guardians and the school, and documents the special education services offered to students with diagnosed special needs. It determines the primary academic, developmental, social, and psychological procedures to be carried out with the student, as well as resources, in order to ensure access to an appropriate educational program. It also serves as an evaluation device for determining the student's progress towards meeting the stated goals and objectives.

The IEP is divided into 3 levels of support:
1. Accessing the Curriculum
2. Modification to Content/Objectives within the Standard Program of Study
3. Modification to plan of study.

3.4.1. Level 1 Individual Education Plan: Accessing the Curriculum

Level 1 IEPs include official approval and documentation of support strategies that allow a student to access the curriculum or evaluation. These strategies are done in and/or out of the classroom, allowing students to make progress in the general curriculum, and to help them reach their potential, meeting specific learning needs. No modifications are done to the course objectives, content, or program of study.

In general terms, Level 1 IEP modifications are eventually permitted by the College Board on SAT examinations and by the IBO on IBDP examinations, if the student has been receiving the supports in an official and documented manner (Level 1 IEP) for at least one year before the test date. The final approval for accomodation for access to these external examinations depends on the external organization; however AAC will provide the required documentation and make all formal requests on the student's behalf.

3.4.2. Level 2 Individual Education Plan: for Modification to Content/Objectives within the Standard Program of Study

Level 2 IEPs include the modification of course learning objectives or content within the regular coursework and standard program of study. Curriculum modification is defined as modified content, instruction, and/or learning outcomes to meet students' needs. Curriculum modification includes adaptation, parallel curriculum outcomes, and overlapping curricula. Level 2 IEPs may be approved for internal application within the AAC curriculum; however, they are not accepted by the College Board or IBO for application external examinations.

Courses completed with Level 2 IEP are documented on the official transcripts, and in most cases, a Level 2 IEP may also influence a student's ability to enter the university. A student who receives a Level 2 IEP during any point of grades 9-12 may not be eligible for a full US High School Diploma upon graduation, if the IEP includes reduction of objectives below the California State Common Core Standard for the course.

If a student has a Level 2 IEP and meets the AAC course objectives and California Common Core State Standards, he/she will be eligible for a US High School diploma, granted that all other graduation criteria outlined in the Parent-Student Handbook have been fulfilled.

3.4.3. Level 3 Individual Education Plan: Modification to the Program of Study

A Level 3 IEP is the broadest and most invasive level of academic support offered at AAC. It encompasses modifications to the school's standard Program of Study by reducing academic requirements for students with severe documented cognitive or learning disabilities. The student will not be eligible for a US High School Diploma, as the minimum graduation requirements set forth by the accrediting agencies and AAC will not have been met.

Students who graduate after having a Level 3 IEP during any part of grades 9-12 will receive a "Certificate of Attendance" or an "AAC Special Education Diploma" as opposed to a standard US High School Diploma, depending on the extent of the modifications. This will be clearly documented on the IEP before implementation, so there is a clear plan and exit profile in place. Therefore, extensive planning and careful consideration must be given by the school, parents, and student when agreeing to implement a Level 3 IEP.

Section 4. Language Support Program

American Academy Casablanca prides itself in having a student body from around the world. As such, a variety of language support services are offered to students in varying ages. The Language Support Teacher identifies students needing language support on entry into school and conducts individual assessment. There are two principle types of Student Support Services offered at AAC - Language Pull-Out Services and Language Push-In Services.

This program is designed to support students in obtaining the English, French and Arabic language skills necessary for their long term success at American Academy Casablanca. In fulfillment of the graduation exit profile, students are trilingual in English, French and Arabic.

4.1. Entry to and Duration of the Program

During the admission process for grades three and up, students complete exams in English, French and Arabic. Based on the results of these tests, an entrance decision regarding admission to the American Academy Casablanca is determined, along with eventual required supports in language and other areas.

Students will be placed in the proper language level of their grade for French and Arabic (Beginner, Intermediate, or Advanced). In the case of English, students are either admitted directly to the mainstream classroom without the need for support or admitted with required language support when their language deficiency in English is no more than two grade levels behind their peers in terms of language comprehension and production.

For entry to the program, students demonstrate the following characteristics during the admission process:
- English
  - 1 year Deficient: Push-In and/or Tutoring
  - 2 Years Deficient: REACH, Pull-Out, Push-In, and/or Tutoring.
  - 2+ Years: Not admitted/Admitted with required participation in the REACH program.
- French
  - In Primary, students are tested into the Beginner, Intermediate, or Advanced class as compared to their peers in the same grade level.
  - In Middle School and High School:
    - Mainstream French Class (entry into IB Group 1)

- - Mainstream French with Language Support in French
  - French as a Foreign Language (entry IB Group 2)
- Arabic: Students are tested into Beginner, Intermediate, or Advanced class as compared to their peers in the same grade level.

The period of time the student remains in the program will depend on his/her language level, and in most cases is less than one school year.

At the end of the school year, or at any time during the school year, the Language Support Teacher will determine if the student should continue with the same forms of language support, modified forms of language support, or exit from the program. This is communicated via a report completed by the Language Support Teacher and approved by the Division Principal.

4.2. Types of Language Support
AAC offers multiple options for students to develop their Language Support. The following language support programs are available for AAC Students:
- Language Pull-Out
- Language Push-In
- Tutoring
- English Reach Program
- French and Arabic Leveled Classes

4.2.1. Language Pull-Out Program
The Language Pull-Out Program is offered for English in 1-8 grades.

The Language Pull-Out program follows the same curriculum as the mainstream language classroom. However, when language level is an obstacle to success in the mainstream classroom, the Language Support Teacher will work with the students involved, providing additional support and guidance until the time in which the student is able to be successful in the mainstream classroom without additional support. These classes may take place during the mainstream class or at another time determined by the Administration in order to avoid absence from the classes; this largely depends on the level of support required. When possible, students are pulled out with other students in their grade level who are at similar language proficiency levels.

The Language Support Teacher provides support to students outside of the class by working closely with the Classroom Teacher to differentiate work for students, ensuring that resources and materials reflect and support the language instruction needed.

4.2.2. Language Push-In Program
The Language Push-In Program is offered in English in grades 1-10, and it is offered in French in grades 6-10 for Mainstream French students who require additional support.

The Language Push-In Program allows students to attend regular classes with additional support from a Language Support Teacher. This level of support is reserved for students with foundational skills in the language, but who require minimal additional support during their transition into the mainstream classroom at AAC. This is sometimes required of new students, as well as students transitioning out of the Language Pull-Out Program. Within this model, the Language Support Teacher works closely with the Classroom Teacher in order to scaffold materials to support students, as they wean off the program.

4.2.3. Language Tutoring

At times a student may require after school tutoring in addition to, or as opposed to, other types of language support offered at AAC. In these cases, the Learning Support Teacher will notify the parents and get them in contact with AAC-approved tutors, as described in the Tutoring section of this Handbook.

4.2.4. English REACH Program

The REACH Program is designed to support English language acquisition for students in Primary School, and at times grade 6, with an English language deficiency greater than 2 years when compared to their peers at the time of admission, but who show great promise in other academic areas.

The REACH Program has an additional cost to families, as it is provided after school twice per week for an hour and half in order to provide intensive small-group ESL study for incoming students who need it the most. The students are given an assessment at the start of the program and also at the end of the program to measure growth over time. The 80-hour program lasts for approximately 6 academic months.

4.2.5. French/Arabic Language Leveled Classes

French and Arabic form part of the core academic curriculum at AAC in Primary School, Middle School, and High School, culminating with IB Courses offered in both language (once authorized by the IBO). During the admission process, all applicants are tested in French and Arabic in order to assess their proficiency in those languages.

For Primary, based on the results of these tests, students are placed within a Beginner, Intermediate or Advanced class for French and/or Arabic. As students progress and demonstrate improved language proficiency, they are moved to a higher level class for each language.

In Secondary, Arabic is divided into Beginner, Intermediate, and Advanced, with the option of culmination in IB Group 2 (Language Acquisition) Arabic Class (once AAC becomes IB Authorized). In the case of French, students are either placed into Mainstream French, culminating in IB Group 1 (Language and Literature) or IB Group 2 (Language Acquisition), depending on their proficiency level. Additional language support exists for students in Middle and High School French.