



Qingdao Amerasia International School

INCLUSION POLICY

Last revised: August 2025

Our Mission:

QAIS strives to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach and nurture courageous global citizen who help build a peaceful world.

Our Vision:

To help light the world by becoming the best possible versions of ourselves.

Our Core Values:

Academic Excellence, Creativity, International Mindedness, Well-Being, Diversity

HIGH-QUALITY TEACHING & LEARNING MANIFESTO

We believe high-quality teaching Inspires a lifelong love of learning by...

- Fostering curiosity, creativity, confidence, and joy, while engaging students in age-appropriate explorations of content and concepts.
- Challenging and stretching students appropriately in accordance with their cognitive and linguistic ability, allowing them to reach their full potential.

We believe high-quality teaching is holistic by...

- Showing consistent care and concern for students' academic growth by providing timely feedback and positive encouragement, inviting students for extra help, or providing additional learning support, so they can reach their learning goals and aspirations.
- Considering the personal growth and well-being of students by thoughtfully addressing their social, emotional, psychological, spiritual, learning needs and background when crafting, delivering, and assessing lessons and units.
- Thoughtfully including opportunities for students to develop their ATL skills (Thinking, Communication, Social, Self-Management, and Research skills).

We believe high-quality teaching is child-centered by...

- Meeting students' language and cognitive needs and differentiating/scaffolding appropriately to ensure mastery of course content, concepts, and skills.
- Writing student-friendly objectives that clearly state what students will know, understand, and be able to do by the end of each class.
- Creating summative assessments that are a natural extension of formative assessments and a fair measure of the content and concepts students studied and researched, and skills students acquired throughout the unit.

We believe high-quality teaching is inquiry-based by...

- Allowing students some degree of choice in exploring topics and questions of personal interest when approaching their assignments and summative tasks.
- Balancing teacher-led, student-led, partner and group activities, and investigations that allow students some open-ended opportunities to apply knowledge and demonstrate competencies.
- Thoughtfully incorporating student questions and reflections throughout the development of the unit.

We believe high-quality teaching creates courageous global citizens by...

- Ensuring that content and concepts focus on current events and/or issues of global concern, such as the United Nations Sustainable Development Goals (UN SDGs).
- Supporting students in creating inclusive classroom environments where a variety of cultural perspectives are appreciated, grace and courtesy is extended, and the unity of our diverse community is acknowledged and celebrated.
- Considering the "why" of our learning experiences and providing opportunities for students to develop courage, while opening their minds and hearts to possible service and action projects in our community or beyond that could make a positive difference in the lives of the human family.

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Policy Statement

Qingdao Amerasia International School (QAIS) embraces and celebrates diversity as a core value and ensures all community members are treated with dignity and respect at all times. QAIS was founded on the principles of honoring differences, developing global citizenship, and promoting respect for all life. As a community, it is imperative that we show solidarity and constant vigilance to ensure that our speech, gestures, and actions always include, embrace, and celebrate one's race, color, national origin, religion, sex, gender expression, sexual orientation, physical attributes, disability, age, or socio-economic status. We create equitable systems, policies, and practices so that everyone in the QAIS community is aware of their rights and responsibilities and can thrive. We aim to love and respect one another fully so that we can bring our vision of a peaceful world one step closer to fruition.

Diversity Pledge: Rights and Responsibilities

The Amerasia community is committed to promoting inclusivity and celebrating diversity as fundamental principles of our school. To ensure our commitment to inclusion is reviewed, understood and implemented by all stakeholders each year, parents, staff and students are required to read and consent to following the Amerasia Diversity pledge which outlines the rights and responsibilities of all community members regarding inclusive practice.

The Amerasia Diversity Pledge

We, the Amerasia community, believe in embracing and celebrating diversity as a core value of who we are. Every student, staff member, and parent deserve to be treated with dignity and respect at all times. Our school was founded on the principles of honoring differences, developing global citizenship and promoting respect for all life. As a community, it is imperative that we show solidarity and constant vigilance to ensure that our speech, gestures, and actions always include, embrace, and celebrate one's race, color, national origin, religion, sex, gender identity, sexual orientation, physical attributes, disability, age, or socio-economic status. We strive to create equitable systems, policies, and practices so that everyone in the Amerasia community can thrive and we aim to love and respect one another so that we can bring our vision of a peaceful world one step closer to fruition.

At Amerasia, we recognize that inclusivity is a shared responsibility, and as members of our school community, we utilize the diversity pledge to ensure all have the following rights and responsibilities:

- **The Right to Belong:** Every student, staff member, and parent/guardian has the right to feel a sense of belonging, regardless of their background, abilities, or identities. We commit to creating an environment that celebrates diversity and promotes inclusivity.
- **The Right to Access:** All individuals have the right to access quality education, resources, and support services that meet their unique needs. We strive to provide equitable access to learning opportunities and remove barriers to participation.
- **The Responsibility to Respect:** We have a responsibility to respect and appreciate the diversity of our school community. This includes showing empathy, embracing different perspectives, and treating others with kindness and dignity.

- **The Responsibility to Advocate:** We encourage all members of our community to advocate for inclusivity. This involves speaking up against discrimination, promoting fairness, and challenging biases and stereotypes.
- **The Responsibility to Collaborate:** We value collaboration and recognize that inclusive practices require collective effort. We encourage active collaboration among students, staff, parents/guardians, and the wider community to create an inclusive learning environment.
- **The Responsibility to Support:** We are committed to supporting the academic, social, and emotional well-being of all individuals. This includes providing appropriate accommodations, fostering positive relationships, and offering resources and interventions when needed.
- **The Responsibility to Learn:** We believe in lifelong learning and continuous growth. We encourage all members of our community to engage in learning opportunities that enhance their understanding of diversity, inclusion, and social justice.

By upholding these rights and responsibilities at Amerasia, we can create a school community that embraces diversity, promotes inclusivity, and empowers all individuals to reach their full potential.

Philosophy

China's *Compulsory Education Law* (CEL, 2015) requires public schools to offer free education to children with disabilities from Grade 1 to Grade 9. Although QAIS is not subject to this regulation, the board and administration have made significant effort to create an inclusive community, whenever possible, and have developed clear policies and procedures documents to support students with special learning needs. The school maintains the policy that it will enroll students with disabilities if the child can benefit from our programs and the school can meet the needs of the students in its care.

Working Definitions

1. *Individualized Educational Plan (IEP)*

An Individualized Education Program (IEP) is a written statement of the educational program developed by a team of individuals that includes key school staff and the child's parents designed to meet a child's individual needs. An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications, and/or alternative programs as well as specific instructional and assessment strategies.

2. *Differentiated Instruction*

Differentiated Instruction (DI) is an educational approach that recognizes and respects the diverse learning needs, abilities, and interests of students within a single classroom. The primary goal of differentiated instruction is to tailor teaching methods, content, and assessment to match the individual needs of each student, thus promoting effective and inclusive learning.

Inclusion and other IB Policies

- ***Inclusion and Admissions***

QAIS admits students who we believe will benefit and be successful in our educational programs. Once admitted, all students will be treated on an equitable basis. Each admission is based on the identified learning and physical challenges of the applicant, the level of professional external and school-based student support available, and the understanding and support provided by parents or guardians. To serve the interests of applicants, we may require as a condition of entry a psychoeducational or medical assessment from a licensed educational psychologist or medical doctor respectively, which was made within the previous two-year period of the date of application. We also require parents or guardians to supply the results of any previous testing, which must be communicated at the time of application. In some cases, parents or guardians will be required to commit to providing supplemental resources for the education of their child. See specific criteria and guidelines in our Admissions Policy.

- ***Inclusion and Academic Integrity***

Academic integrity at QAIS is based on the moral code of conduct that students understand that everyone's work is their own and should be completed in an honest, truthful way. Behaviors such as plagiarism and cheating are direct violations of academic integrity that undermine the learning process. At QAIS, academic integrity and inclusion are closely connected; we understand that academic integrity is a pathway for learning and that all students will be treated on an equitable basis. If there is misconduct, staff will guide students on the meaning of plagiarism and how to avoid it. In instances of misconduct, the steps outlined in the Academic Integrity Policy will be followed for all students regardless of race, color, national origin, religion, sex, gender expression, sexual orientation, physical attributes, disability, age, socio-economic status, or learning style.

- ***Inclusion and Assessment***

Equitable access to teaching, learning, and assessment is essential to students' success. Assessment is formative, summative, and diagnostic and is managed through a responsive and active partnership between staff, students, and parents to ensure teaching, learning, and assessment are equitable and accessible to all. Assessment is flexible and administered in response to student needs. When possible, students are actively involved in the creation of assessment standards and staff consider the specific modifications, differentiations, and learning needs of each child when creating assessment rubrics. When required by an IEP or during an intervention period, supports such as extra time, read-aloud, or preferential seating, are aligned to student learning goals.

- ***Inclusion and Language***

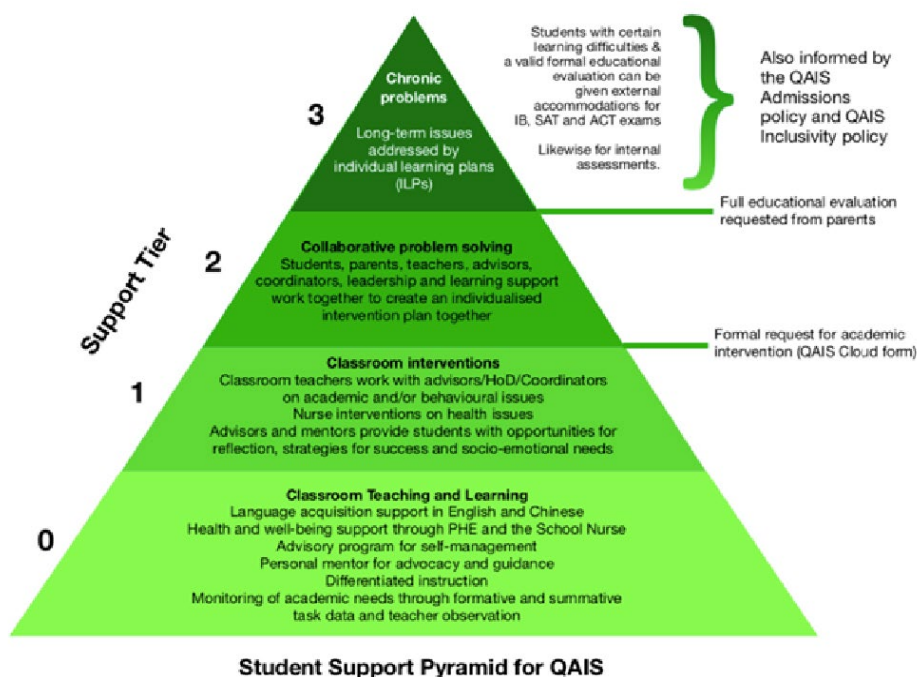
QAIS recognizes the universal significance of language in education, as it influences our thinking, knowledge sharing, and personal and social development. Meaningful communication through language fosters international-mindedness, global engagement, intellectual growth, self-esteem, and positive attitudes toward learning.

We prioritize language learning by employing experienced teachers in plurilingual environments and who are sensitive to student language needs. As part of the on-boarding process, all teachers are expected to undergo SIOP training. While English is the language of instruction in the QAIS PYP, MYP and DP programmes, support is provided for students who are English Language Learners in the form of differentiation, pull-out support, and translation support when needed. Students learn the host language of Chinese unless additional ELL support is deemed necessary. Support required will be determined during the admissions process and by full staff. Every reasonable effort will be made to support a student's mother tongue. Language development is viewed as a collective responsibility among teachers, parents, and students at QAIS. Teachers are

expected to prioritize language instruction and consider themselves language teachers with responsibilities for facilitating communication. The school promotes formal and informal opportunities to enhance language use and appreciation within the learning community.

Referral and Identification of Additional Need

Qingdao Amerasia International School utilizes a multi-tiered support system for the identification and support of students with additional needs. The QAIS multi-tiered support system is a whole school holistic approach to student support involving all school stakeholders. The learning support team meets regularly to discuss the needs of students, support strategies, and possible referrals for additional services.



Further structure is added to the QAIS MTSS through the provision of annual training for full staff regarding the referral and support of students. The steps outlined below show educators how to proceed with the referral and identification of students with additional needs.

A. Step 1: LSC Referral Form

Teachers can access a formal request for learning support intervention on the QAIS cloud forms page.

Confirming Request

- Learning Support Coordinator (LSC) connects via email with the teacher within 1 working day to confirm receiving request.
- LSC sets a date and time for face-to-face (F2F) meeting within 5 days.

Refer to Appendix A.

B. Step 2: Face to Face Meeting

Collaborating

- Discuss the referral request in detail.

- Create an action plan which will include class observation by learning support teacher.
- Learning support summarizes the meeting and sends this to the teacher and the relevant administrator.

C. Step 3: Class Observation

Gathering of Further Evidence

- Use a class observation template from the Learning Support Microsoft Teams space provided by the Learning Support Coordinator or Principal
- Learning support emails observation notes and summary to teacher and relevant admin within 3 working days of observation.
- Set-up follow-up meeting with teacher within 5 working days to share observation data. At this point it may be determined that an intervention plan is needed, or the teacher is to continue with tier 1 interventions.

Refer to Appendix B for the observation template.

D. Step 4: Intervention Plan

Developing and Communicating

- Learning support and teachers meet to collaboratively develop an intervention plan using the school template.
- Within 5 days, learning support will finalize & communicate a comprehensive intervention plan that includes strategies for teachers to use in class.
- The intervention plan should be emailed to the teacher and to the relevant admin.
- The learning support teacher in cooperation with homeroom / subject teachers will inform parents that an intervention plan will commence.

Refer to Appendix C for the Intervention template.

E. Step 5: Classroom-based Intervention

Supporting Learning

- Teachers will implement classroom-based interventions for a 4–6-week period.
- Learning support will check in weekly on the efficacy of the plan, offering feedback or clarification when necessary.

F. Step 6: Plan Efficacy Evaluating

- Learning support schedules, and a face-to-face meeting after 4-6 weeks of the implementation of the intervention plan.
- Learning support and teachers evaluate the efficacy of the intervention plan.
- The learning support team determines if further intervention, referral, or support is required. If required, parents will be invited to the school to discuss the student's identified needs and develop a further action plan for the student.

Refer to Appendix D for the Individual Education Plan Template.

Should the intervention plan be deemed successful, implementation of the intervention will not be continued, and no further action is required from the Learning Support Coordinator. However, if the intervention plan is not completely successful, a second observation is scheduled by the LSC, and the third step will be followed.

Implementation of Learning Support

- *Development of the Individual Education Plan (IEP)*

Once students have been identified as needing additional assessment, they are referred to an outside agency for educational-psychological assessment, or depending on the identified need, referral for Speech Language Assessment, Occupational Therapy Assessment, Autism Assessment with appropriate providers, social and emotional counseling or physical assessment with a medical physician.

On receipt of the assessment reports, the Learning Support Coordinator, in conjunction with the support team of teachers, administrators, and parents, designs the IEP document. This document contains present levels, goals, accommodations and modifications, types and frequency of services, and review dates. This information is reviewed with parents/guardians and shared with relevant school staff so that the individual's learner traits and accommodations and modifications can be applied.

- *Provision for gifted and talented students*

Gifted and talented students are identified through internal and external data analysis, social and emotional observations, and teacher anecdotal data taken at multiple points during the academic year. Within the PYP, provisions for gifted and talented students are provided in the form of daily differentiated work time for literacy and differentiation of curriculum for literacy, mathematics, and inquiry-based learning. Within the MYP and DP, gifted and talents students are provided a differentiated curriculum and are given opportunities to extend their inquiry.

- Evidence for Exiting Learning Support Student
 - Progress monitoring data
 - Consistently meet and attain IEP goals.
 - School reports
 - Teacher feedback
 - Parent feedback

A student may exit learning support services when the learning support teacher, classroom teacher, administration, and Director of the school agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting grade-level standards. All learning support records on the student will stay in confidential archived files with the school. The student's parents/guardians are part of the decision-making process and are included in all recommended changes to the student support services.

Intervention Pathways

At QAIS, intervention is determined based on the needs of the individual students and in-class support provisions. All students have the right and opportunity to access intervention, this is facilitated through teacher-student conferences, advisor and mentor meetings, college counseling, end of unit reflections and surveys and parent teacher conferences. Intervention pathways encompass support in class from homeroom teachers and teaching assistants and can include one- on-one support, small group support, bilingual support, and extended learning. Additional push-in and pull-out support sessions for individual and small groups are provided by learning support on an as-needed basis.

Transition between IB programmes

The shift from the Primary Years Programme (PYP) to the Middle Years Programme (MYP) signifies a critical phase in a student's academic journey. The transition to the MYP entails a focus on expanding foundation skills, emphasizing critical thinking, research skills, and subject specialization. Students encounter a broader curriculum with an interdisciplinary approach, promoting connections between subjects and a deeper understanding of global contexts. This transition not only prepares them for academic success but also fosters personal growth, nurturing qualities essential for success in both their academic and personal lives.

Multiple placement meetings with the relevant stakeholders (i.e. Pedagogical leaders, PYP, and MYP teachers) are held in May to review the student's data to facilitate appropriate placement, several key recommendations to provide individualized support in subject areas or emotional coping skills as needed. This ensures students excel academically and emotionally in the transition from PYP to MYP.

To provide the educators with an overarching perspective of the student's academic development and abilities, the teams meet and discuss each student in Grade 5 in terms of the following data:

- MAP (Reading, Language Use, and Mathematics)
- Oxford (CEFR Level)
- Student writing samples
- Audio/visual recordings of oral presentations
- Math Engage New York datapoints
- Language Profile

Specific language profiles and requirements for the MYP can be found in the Language Policy.

Additionally, to better prepare students for the MYP, the MYP Coordinator organizes Transition Day in June and Jump Start in September. Transition Day allows students the opportunity to practice transitioning between classes, to become familiar with the teachers and curriculum, and to reflect on the similarities, differences, challenges, and advantages of the MYP together with current MYP students. Jump Start is a program designed to help all MYP students transition to the next grade level at the start of the year over the course of two full days.

Through this data, educators can tailor their teaching methods to better meet individual student needs, providing targeted support and enrichment. Additional transitions that occur school wide (MYP 4 – 5, MYP 5 –DP), do not require multiple placement meetings, transition days or formal testing however administration, educators and learning support meet to discuss student needs including testing accommodations and subject placement.

Role of the Learning Support Specialist

The Learning Support teacher operates a full school role and works in collaboration with homeroom, subject and specialist teachers and QAIS administration. The Learning Support teacher is responsible for developing, implementing, and evaluating the processes for recommending, assessing, and providing systemic support for students with documented and specific needs. The Learning Support teacher develops the Individualized Education Programs (IEPs) for students falling under the learning support program and liaising with external professionals who are involved in student support (e.g., speech therapist, occupational therapists, specialists).

Policy Cross Reference

This policy should be used in conjunction with following policies:

- Admissions Policy
- Assessment Policy
- Language Policy
- Academic Integrity Policy

Policy Communications

The Inclusion Policy is communicated to all stakeholders at the beginning of the school year through a number of means including the school website and school newsletters. The school community will participate in collaborative planning sessions towards the end of each academic year to review the policy and its appropriateness and effectiveness.

IB Standards and Practices

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02- 0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Review Dates

- June 2023 (Katy Stack, Kenneth Hall, Kathleen Scales, Nick Cross, Alaa Yousef, Mark Brierley)
- November 2023 (Katy Stack, Kenneth Hall, Kathleen Scales, Alaa Yousef)

Appendices

Appendix A: Referral Form

Parent Hub | Calendar | Message Board | Enrollment | Weekly Messenger 家长信箱 | f | | in |

QINGDAO AMERASIA INTERNATIONAL SCHOOL | ABOUT: Organization and Values | ACADEMICS: Montessori and IB | ADMISSIONS: Let's Get Started! | COMMUNITY: Get to Know Us | CONTACT US: Get in Touch

Referral to the Learning Support Specialist PAGE 1

Referring Teacher Name *

First: Last:

Email:

Section Break

Student Name *

First: Last:

Grade *
Please Choose

Areas of Concern

1. Please be as specific as possible. This information will be used in assisting with the evaluation process.

2. Check major areas of concern and briefly describe the child's behavior or performance in each area checked. If you have identified more than one area of concern, circle the area you consider to be the highest priority. *

Academic
 Social/Emotional
 Gross/Fine Motor
 Affective (activities of daily living)
 Health Related
 Behavior
 Communication
 Other (specify below):

A. Describe Specific Concerns *

B. Describe any alternative strategy used and its outcome *

C. How often does the student's area(s) of concern prevent him/her from being successful in class (i.e. rarely, occasionally, often, every day, etc.). Provide any additional information on the lines provided below. *

D. Do you believe the student in question requires a conversation with the Learning Support Specialist, inclusion support, or pull-out support? Explain below. *

E. Describe any additional information you believe may help us provide this student with the best learning environment possible. *

[BEGIN YOUR APPLICATION >](#)

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Appendix B: Observation Template



QAIS Student Observation

Observer:

Date:

Student being observed:

Purpose of the observation:

- Data collection
- To identify strengths and weakness
- To promote student urgency

Ultimate purpose: to gather enough data to provide the best possible support or strategies.

Context & Content	Observations
	<p data-bbox="480 927 560 949">General:</p> <p data-bbox="480 1016 1031 1070">Observable skills, dispositions and behaviors with (specific content/behavior):</p> <ul data-bbox="517 1111 1078 1491" style="list-style-type: none">• Listening• Speaking• Accepting responsibility/organization/time management• Respecting others• Cooperating• Adopting a variety of group roles• Gross motor skills• Fine motor skills• Safety• Healthy lifestyle• commitment• Curiosity• empathy <p data-bbox="480 1559 560 1581">Positive:</p>

Follow up with Teachers:

Date:

Discussion:

Appendix C: Intervention Plan Template

Intervention Plan

Student & Grade:

Date of TEAM planning meeting:

Date of Intervention Implementation:

Length of Intervention Plan:

Persons Implementing Plan:

Intervention #1:

|

Data and Progress (include dates):

Results & Reflection on Intervention:

Intervention #2:

Data & Progress (include dates)

Results & Reflection

Intervention #3

Data & Progress (include dates)

Results & Reflection

Post Intervention TEAM meeting Discussion & Recommendations:

Appendix D: Individual Education Plan Template

Individualized Education Plan (IEP)

Student Information

Student Name:	Date of Birth:	Age:
Enrolment Date:	Grade:	Nationality:
Languages spoken:	Date of IEP:	Date of IEP Review:

IEP Team

Name	Role	Contact Details
	School Administrator	
	IEP Case Manager	
	Homeroom Teacher	
	Special Education Teacher	
	Parent	

Present Level of Academic Achievement

(PLOP, PLAAF, or PLP)

This describes the child's current abilities, skills, challenges, and strengths. It may also discuss social skills and behavior. This needs to contain specific internal and external assessment data as well as observational data from homeroom, subject or specialist teachers.

Measurable Annual Goals

These should consist of academic and functional skills that the child can reasonably accomplish during the school year. Each is broken down into shorter-term objectives.

Goal 1

- All goals to include a description of the skill the student will be expected to achieve including date the goal is expected to be met
- All goals to include short-term instructional objectives and / or benchmarks (intermediate steps between the student's present level of performance and the measurable annual goal).

Evaluation Setting	Evaluation Method	Progress Monitoring	Supports
Where skill data will be taken (Homeroom, special educational needs coordinator office, push in / pull out session)	How progress will be measured including criteria for accuracy (Observation log, data chart, internal or external assessment)	When progress will be monitored (Daily, weekly, per semester, annually)	List prompts, cues or supports

Goal 2

Setting	Method	Schedule	Supports
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Services

What special education services the child will get and for how long, any services outside the school year (like summer services), any "transition planning" to get the child ready for life after high school



Service:	Frequency:
Location:	Instructional Setting:
Duration:	

Supplementary aids and services

The IEP specifies what accommodations the child will get in school — like a seat at the front of the class. It also details any modifications. These are changes to what's expected of the child — like less homework. This section will also include information about any assistive technology the child needs.

Accommodation/Modification	Frequency:
Location:	Instructional Setting:
Duration:	

Participation

This section explains how and to what extent the child will be included in general education classes and other activities, including state tests / external assessment and any exam accommodations

Parent/Guardian Consent

Please indicate your response by checking the appropriate space and sign below

..... I give permission to implement this IEP

..... I do not give permission to implement this IEP

Parent Signature:

IEP Review Date: