



Oakridge
International
School

Bengaluru | Hyderabad | Visakhapatnam | Mohali

Oakridge International School

Newton Campus

Inclusive Education Policy

(Diverse Educational Needs)

Policy Reviewed: Nov 2017
Next Policy Review: June 2018

The International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Oakridge International School Mission Statement

Oakridge International School, Newton Campus is a center for excellence in education. In keeping with the rich heritage of India, it will emphasize simultaneous development of the Spirit, the Mind and the Body, and endeavor to send out compassionate, responsible and innovative students, committed to change and progress in the development of India and the global environment.

The IB Learner Profile

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: 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/Courageous: 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, (spiritual) 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.

Introduction

Oakridge International School believes that well designed instruction will result in students that are lifelong learners; civic, business and community leaders; and, advocates of India in the international community. To accomplish this, proper instructional methodologies must be used within the learning structures of the school. It is our belief that the instruction carried out must meet the following criteria as a minimum: use current research-based curriculum standards; be student centered and individualized to meet the learning needs of each student; use methodologies in the classroom that allow for the knowledge learned to be applied in new, unique, standard and appropriate situations; assist students in problem solving, decision making and communicating with others; and teach student how to work as an individual as well as a member of a group.

Furthermore, OIS believes that these learning beliefs are applied to all students including students that are in need of special assistance due to exceptional learning needs. This includes students who are on the gifted end of the learning continuum and students with learning challenges. Toward that end, we have developed the following philosophy, principles of operation and beliefs regarding students with special needs.

Underlying Philosophy and Fundamental Principles:

In OIS, we recognize that a range of learning difficulties, behavioral problems, physical or sensory disabilities exist within the learning communities of the school. We recognize that there is a continuum of Diverse Educational Needs (DEN) and that the needs of the majority of these students' needs require close collaboration between the student, home and school. OIS also acknowledges that it has a role in providing opportunity, support and guidance in working with the students and families in meeting their educational needs.

The School upholds these fundamental principles:

- That a child with diverse learning needs should have their needs met, and normally within mainstream school settings;
- That the view of the child should be sought and taken into account in the referral and intervention process;
- That parents have a vital role to play in supporting their child's education through active engagement in the process to define needs; and,
- That children with special educational needs should be offered full access to a broad, balanced and relevant education even if it means referral to agencies outside the OIS academic program.

Policy Aims and Objectives:

The aims of this policy concerning the needs of students in need of additional support are to:

- Create an environment that meets the learning needs of each student. Lessons are conducted in a secure, supportive and disciplined manner. Students, parents, and the staff interact in a manner that demonstrates mutual respect for each other;
- Ensure that the learning needs of children are identified, assessed and receive appropriate and agreed upon interventions as soon as possible;
- Ensure that the identified student's needs are continually monitored and reviewed to ensure the most appropriate form of educational intervention by the most efficient use of available resources;
- Make clear the expectations of all partners in the process including staff, parents, administrators, and students;
- Provide areas of specific intervention to build skills in the areas of need such as Literacy, Numeracy, organizational planning, behavior, and study skills;
- Enable all children to have full access to all elements of the school curriculum;
- Educate students with diverse educational needs alongside their peers within the planned school curriculum;
- Ensure that the curriculum is appropriately differentiated so that students with diverse educational needs can reach their full potential, experience success and enhance their self-

- esteem in the least restrictive educational environment;
- Ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of their child's approved program, including identification through to the development of Individual Development Plans (IDP);
- Ensure that the identified student has a voice in the diverse educational needs referral process and is fully involved in their setting of IEP targets and in the periodic and annual review process; and,
- Ensure that each student receives an equal opportunity at achieving success within the OIS academic programs.

As part of the diverse educational needs' referral and intervention process, OIS will make every reasonable effort to ensure that the school, at all times, is making 'reasonable adjustments and progress' for students identified on the DEN register in its interventions used, approved learning objectives and in the evaluation of these objectives.

Learning Diversity at Oakridge International Schools

No student is the same and each student has different learning needs that need to be addressed if they are to reach their full potential. Whether the student has different learning styles, has difficulty learning, emotional and behavioral difficulties or are gifted and talented (G&T), the first step to making sure their needs are met is to identify the need and use strategies to support that child's learning needs.

Terminology Contextualized

Inclusive Education: All students who enroll at OIS have equal access to the curriculum, irrespective of their specific learning needs. The school subscribes to an inclusive education provision in groups of heterogeneous potential and talent.

Diverse Educational Needs (DEN): All students are treated as individuals with uniquely different learning needs. This diversity of learning needs among students is considered in all classes, courses and activities that form part of the curriculum at OIS.

Individual Development Plan (IDP): All students enrolled at OIS who are identified as needing specific assistance of their learning experience in school, will be counseled through a process in consultation with their parents, and receive an Individual Development Plan (IDP). The purpose of the plan relates to the specific need or enrichment needed by the student.

Additional Learning Plan (ALP): All students enrolled at OIS who are identified as gifted and or talented will be counselled and via parental assistance be given opportunities, whether specialized or generally stated in an Additional Learning Plan (ALP) to be followed according to the specific need of the student.

Differentiation: In order for all students enrolled at OIS to have equal access to the curriculum teachers practice differentiation, making instruction appropriate for the diverse needs of their students.

Integrated education: It is a setup where the learners with special educational needs at OIS are taken to the resource room and remedial/special instructions are given by the special educator/inclusion specialist.

Learning Development and Diverse Student Needs provision

Oakridge International School Aims to

- Provide a stimulating, enriching and forward thinking environment for all students, where achievement, enterprise, creativity and leadership are nurtured and developed;
- Encourage, challenge and value each individual, promoting honesty, openness, tolerance and understanding;
- Cultivate self-confidence, independence and responsibility, with students being encouraged to think of others, thereby equipping them to play an active and positive part in an ever changing world;
- Actively support our local community, providing access to educational resources, expertise and facilities providing benefit to members of the public;

We recognize that a range of learning difficulties, behavioral problems, physical or sensory disabilities exist in the school. We recognize that there is a continuum of Diverse Educational Needs and that the needs of the majority of DEN students lie at the School Action stage.

The Continuum:

School Action; School Action Plus

School Action: School based strategies include modified materials, in-class support, differentiated instruction, interventions, and/or modifying teaching styles. The strategies are determined collaboratively with teachers, parents, and administrators where children continue to have difficulties. The Head of Inclusion (If needed in consultation with HM, vice-principal or principal) with the help of inclusion specialist takes lead responsibility for collecting further information, ensuring that parents are informed about developing an IEP. Further, in keeping with curriculum specific requirements, certain students may be supported through practices designed for them in one-on-one sessions (integrated program).

School Action Plus: In addition to school-based strategies, assistance is sought from external agencies if a student fails to make progress despite action taken in School Action. The subject teacher retains responsibility for ensuring curricular access but selected external consultants (DEN tutor/therapist/professionals) will further support student needs using various strategies and resources including home programs developed collaboratively between home and school.

Fundamental Principles and Underlying Philosophy

The School upholds these fundamental principles

- A child with Diverse Educational Needs should have their needs met, and normally within mainstream school settings;
- The view of the child should be sought and taken into account;
- Parents have a vital role to play in supporting their child's education;
- Children with Diverse Educational Needs should be offered full access to a broad, balanced and relevant education even if it means referral to an external agency.

Aims and Objectives

The aims of this policy are to:

- Create an environment that meets the Diverse Educational Needs of each child. Lessons are conducted in a secure, supportive and disciplined manner. Students and the staff interact in a manner that demonstrates mutual respect;
- Ensure that the Diverse Educational Needs of children are identified, assessed and provided for as soon as possible and that their needs are continually monitored and reviewed to ensure the

most appropriate form of educational provision by the most efficient use of all available resources;

- Make clear the expectations of all partners in the process – staff, parents, administrators, students;
- Provide areas of specific help to students include areas of handwriting, reading, spelling, planning, study skills, revision skills, assessment techniques as per requirements of the programmes;
- Enable all children to have full access to all elements of the school curriculum. Inclusive policy: To educate students with DEN alongside their peers within the regular curriculum but to ensure that the curriculum is appropriately differentiated so that they can reach their full potential, experience success and enhance their self-esteem. *Indeed Warnock spearheaded an integration policy for students with SEN: 'special educational needs [were to be] .. met in the ordinary classroom of the ordinary school ' (Warnock 1978). Effectively 'All teachers are teachers of students with special educational needs'. (SENDA paragraph 6:2).* - to ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of SEN from identification through to IDPs:
- Ensure that the students have a voice in this process and are fully involved in their setting of IDP targets and in the review process; and
- Ensure that each student receives equitable opportunity to achieve and succeed.

Every effort is made to ensure that the school, at all times, is making 'reasonable adjustments' for the students on the DEN register in its aims, objectives and in the delivery of these objectives.

Responsibilities

Our policy is regularly being reviewed in order to ensure that our provision is making the most 'reasonable' use of time and resources, and that we offer the best provision for the student. No extra charge is made to the parents for this provision

Although all of our teachers may not be specifically trained as inclusion educators, they are fully committed to supporting the learning needs of all students and highly motivated to develop their professional expertise through internal professional development training opportunities. Members of staff realize the importance of developing their knowledge and keeping up to date with changes in policy and new relevant research regarding DEN.

Roles of the teaching staff in the implementation of the DEN Policy

All staff should be involved in the development of the School's DEN policy and should be fully aware of the School's procedures for identification; assessment and provision for DEN. Subject teachers are fully involved in the development, implementation and review of IDPs.

Role of the School Head of Inclusion as Diverse Learning Needs Coordinator (HOI- Head of Inclusion)

The HOI:

- Oversees the day to day operation of the school's DEN policy
- Helps determine the strategic development of the DEN policy and provision
- Contributes to staff development relating to DEN
- Liaises with other teaching staff, and grade/content coordinators so that the learning for all children is given equitable priority, and available resources are maximized.
- Coordinates provisions for students with DEN and manages the input of teachers in collaboration with the HM's, Vice Principal and programme coordinators
- Initiating the IDP meeting with parents with the help of Inclusion specialist/ special educator. Oversees the records on all students with DEN and supervises/maintains the development and implementation of IDPs

- Supervises/maintains the School's DEN register and records on all DEN students
- Develops effective ways of overcoming barriers to learning through the analysis and assessment of student's needs by (1) monitoring the quality of teaching, (2) monitoring the standards of students' achievement; (3) setting targets for improvement
- Liaises with parents of students with DEN – the school has an open door policy should parents' wish to discuss their children
- Conducting training session for teachers, parents as well as students, as and when required.
- Liaises with external professionals

Role of DEN facilitators/Inclusion Specialist:

- Screening and identification of students with specific learning needs and styles.
- Designing IDP and conducting review meetings with teachers as well as parents.
- To work in partnership with Homeroom Teachers/subject teachers'/specialist teachers to support learning in line with Inclusion policy and DEN code of practices.
- Guidance and support to teachers and parents
- To maintain relevant documentation and reporting to HOI.
- Monitoring and tracking systems relating to students' progress and achievement.

Persons responsible for the implementation of the DEN policy

- The OIS Senior Management Team is responsible for general oversight of the School's DEN provision
- The HOI is the 'responsible person' for ensuring that all those who teach DEN students have been informed of their needs.
- DEN Facilitators cooperate in implementing the School's DEN policy. Sufficient staffing, training and funding must be made available to meet the aims of the policy and resources must be used effectively.

DEN planning

Review: The school has historically put the needs of the student at the centre of its planning. There is, however, an increase in demand for DEN provision. This is a nationwide trend which has resulted from a more general recognition of learning difficulties/differences, as well as giftedness and specially talented and greater teacher and parental awareness.

As a school we recognize the importance of keeping abreast with research, governmental policy and continuing our professional development. We endeavor to provide an instructional program that caters to the individual needs of students, and aim to secure resources in support of the DEN policy. Providing the best possible provision that we can within the normal constraints of resources using limited time, talent, and treasure.

DEN elements

Inclusion

Inclusion is the practice of making instruction appropriate to accommodate the diverse learning abilities of students in a single classroom. A classroom may have students with a wide range of abilities, and rather than "teach to the middle," a teacher would design lessons so that all students in a classroom will benefit. Inclusion demands changing the pace, level, or kind of instruction provided in response to individual learners' needs, styles and interests.

Integration:

Integration is the practice exclusively for CBSE curriculum where one-on-one attention will be given to

students with concept gaps or specific learning difficulties in the resource room with student and parental consent.

Content, Process, Products, and Environment

When planning learning activities for students, teachers need to consider content, process, and product.

Content is what the teacher wants the student to learn and the materials or resources through which that is accomplished. To differentiate content in reading, groups of students could be allowed to choose reading materials based on their interests and/or reading levels.

Process includes activities designed to ensure that students use key skills to make sense out of essential ideas and information. To differentiate process in reading, students could be given the choice of reading silently in class, using audiobooks as an aid, or reading materials independently at home while working on other assignments during class time.

Products are vehicles through which students demonstrate and extend what they have learned. To differentiate product in reading, students could be given the option of demonstrating comprehension by completing written assignments, creating Power Point presentations, or having a private conference with the teacher.

Learning Environment creates the conditions for optimal learning to take place. Tomlinson states that environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom. Learning environment includes physical layout of the class, the manner in which the teacher uses space, environmental elements and sensitivities such as lighting and overall atmosphere.

The school's core curriculum and instructional program is inclusive and differentiated and thereby allows most students to achieve their potential without additional support based on the principles of:

1. Setting suitable learning challenges
2. Responding to students' diverse learning needs
3. Overcoming potential barriers to learning

However, there are sometimes circumstances in which some additional/different action is needed, if students with Diverse Educational Needs are to make adequate progress. (See section in the Aims and Objectives on differentiation).

Identification, Assessment, Recording and Reporting

Students who are thought to have Diverse Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. The continuum of students includes learning challenged students on the one end and G&T students on the other end. It is recognized that students may have both learning challenges and be G&T at the same time. The identification of their particular profile is paramount to their learning needs being met in an Inclusive environment.

Once observed, student referral can be made by grade/subject teachers, the student or parent, leaders, following information from previous school, and/or following base-line testing year on year. Early identification, assessment, and intervention can minimize the difficulties that may be encountered when intervention and provision occur. For all IDP and ALP student candidates, early identification ensures the likely acceleration and positive response of the child, allow for a temporary learning difficulty to be overcome, and for lateral development of the gifteduture learning unaffected.

Identification

A student will have been identified as having possible DEN either because of his/her performance in

class, written work, and/or performance during base-line testing. The student's information is reported to the HOI. HOI then initiates the process of data gathering with help of inclusion specialist. The inclusion specialist completes the informal assessment and identifies the student with specific learning needs. It may be that results from this data do not warrant any further immediate action. The student's details/results would be reported to the HOI and then the inclusion specialist makes the assessment reports based on the assessment. The teachers and Coordinators meet weekly and the students on the record are discussed. If further action is deemed necessary, the next stage in the identification process is made. For the students in need of further investigation, parental permission is sought and referral is done and referred to external agencies.

Assessment

The main aim of the assessment process is to facilitate progress in a student's learning. Effective assessment provides:

- Statement of current attainment
- Statement of cognitive ability (if not available to be referred)
- Means by which we can ascertain if the student is underperforming, and in which areas
- Profile of strengths/weaknesses from which teaching strategies should be developed

The student's need is discussed with parents, either an IDP or an ALP is composed and agreed upon; all the teachers who teach the particular student will follow up daily, communicating with the parents. A copy of the IDP or ALP is placed in the student's file in the central student file at the Registration.

Gifted and Talented

The DEN provision for the gifted and talented (G&T) is met through a similar route.

Learning Support Protocol

For IDP Candidates	For ALP Candidates
Level 1	
Level 1 Students who are successful with regular "first-best" instruction based upon the Essential Learning Targets. If assessment data from <i>Data Team Meetings</i> ¹ determines any deficit or lack of stimulation for a specific student, the content teacher:	
<ul style="list-style-type: none"> ● Provides appropriate interventions (see School Action) 	<ul style="list-style-type: none"> ● Provides appropriate interventions (see School Action)
<ul style="list-style-type: none"> ● Monitors student progress with at least two additional data points (assessments) 	<ul style="list-style-type: none"> ● Monitors student progress with at least two additional data points (assessments)
<ul style="list-style-type: none"> ● Notifies parent (e-mail / telephone / conference) 	<ul style="list-style-type: none"> ● Notifies parent (e-mail / telephone / conference)
<ul style="list-style-type: none"> ● If little or no progress is made, the teacher contacts the HOI who contacts the parents to start the process of identification / documentation. 	<ul style="list-style-type: none"> ● Exposure to content that is complex, abstract, cross- curricula, advanced beyond current knowledge & skills.
Level 2	
Level 2 If additional assessment data points indicate that a deficit or lack of stimulation remains, the content teacher(s) or Inclusion specialist(s) ensures that parents have been notified with documentation of the intervention, school programme detail, and submits to HOI:	
<ul style="list-style-type: none"> ● Facilitates a meeting using Data Team Protocols/Processes 	<ul style="list-style-type: none"> ● Facilitates a meeting using Data Team Protocols/Processes

¹ Weekly / Monthly results analysis meetings are Data Team Meetings

<ul style="list-style-type: none"> • Schedules Student Support Team (SST) meeting with grade/content teachers and student. Parent involvement may be required/requested 	<ul style="list-style-type: none"> • Offer intellectual stimulation and reinforcement to pursue higher level goals and aspirations
<ul style="list-style-type: none"> • Communicates the targeted intervention, duration, frequency, progress monitoring, and date of reconvening 	<ul style="list-style-type: none"> • Development of strong research skills and critical thinking skills along with proficiency with digital technology for accessing and presenting information
<ul style="list-style-type: none"> • Updates/provides documentation for the HOI 	<ul style="list-style-type: none"> • Updates/provides documentation for the HOI
Level 3	
Level 3 If assessment data indicates lack of growth for a specific student after six data points (including at least one norm/criterion referenced assessment):	
<ul style="list-style-type: none"> • Classroom teacher provides appropriate documentation 	<ul style="list-style-type: none"> • Classroom teacher provides appropriate documentation
<ul style="list-style-type: none"> • HOI invites representative(s) of Specialists to follow-up Student Support Team meeting to determine next steps for special education referral 	<ul style="list-style-type: none"> • HOI invites representative(s) of Specialists to follow-up Student Support Team meeting to determine next steps for gifted education referral
<ul style="list-style-type: none"> • If necessary, further psycho-educational testing will be sought 	<ul style="list-style-type: none"> • If necessary, further psycho-educational testing will be sought
<ul style="list-style-type: none"> • If necessary, design and implement an IDP, or student support contract, assistive technology devices / services, accommodations to address physical needs, small group or one on one learning, or assessment and instructional modifications. 	<ul style="list-style-type: none"> • Exploring, examining and problem solving using topics of student interest delivered by experts, especially contemporary issues relevant to student. • PAT (An after school programme for Academically Talented)-This program in PYP segment aims to develop creative, logical, analytical and language skills. It also aims to enhance higher order thinking and creative reasoning.
<ul style="list-style-type: none"> • If a student's needs are greater than what is provided on campus, the appropriate external agencies may be recommended. 	<ul style="list-style-type: none"> • University / career counselling and opportunities • Numerous opportunities given to showcase mentoring, collaboration and communication skills.

Parental Liaison and Involvement

The schools' policy for parental liaison and involvement reiterates that of the OIS learning community. Central is the tenet that, at its most effective, the education of young people is a collaborative enterprise involving teachers, parents and the students themselves.

The school adopts an open door policy and parents are encouraged to communicate via the Coordinators or teachers to the HOI / Programme Coordinator / Vice Principal / Principal any concerns or difficulties, interests or aspirations that are either specific to, or are seriously affecting their student's education. Parents are kept apprised of progress made by their child, invited to meetings where their child's progress is discussed, and aware that they can make an appointment to see staff at any time, or communicate via e-mail or telephone.

Procuring support from, and liaising with, outside agencies

The School supports a multi-disciplinary approach to maximize the educational provision for DEN students and will refer students to, and work with, Educational Psychologists, specialized teachers, health professionals, therapists, advisers, agencies and support services whenever this is deemed necessary.

Complaints Procedure

Parents are encouraged to discuss any problems or concerns with the School. Problems or concerns raised by parents should initially be taken to the Head of Inclusion / Programme Coordinator / Vice Principal. Most problems are resolved in this way. After following the line of referral, parents can, if still dissatisfied, complain to the Principal.

Health and Safety Policy

The DEN program policy for Health and Safety is consistent with, and reinforces the Health and Safety policies of the School, which seek to promote safe and healthy working conditions, behavior and procedures.

Concessions and Accommodations

Assistance is sought from external agencies for further diagnostic assessment from external agency if a student fails to make progress despite action taken in School Action. Based on the report of the diagnostic assessment, the student is provided with the concessions and accommodations according to the standards and codes of the curriculum.

Summary and Conclusion

We support a 'whole school' approach to DEN, all staff who deal with students on the register have access to, IDPs and ALPs; assessment results; and reviews. The school recognizes that differentiation is paramount to meeting a student's needs in the classroom and the Principal / Vice Principal / Programme Coordinator / Head of Inclusion advice on teaching strategies to be utilized for students, endorses the belief that every child matters. The school also subscribes to the position that personalizing learning goes beyond differentiating the curriculum to allowing greater flexibility for students to learn and respond in ways that make it easier for them to listen, to understand and to remain on task. The school recognizes the importance of involving students in their target setting and in communicating effectively with parents and external agencies.

Webography:

CBSE board concessions:

[http://cbse.nic.in/newsite/attach/consolidated%20circular%20PH%20\(4\).pdf](http://cbse.nic.in/newsite/attach/consolidated%20circular%20PH%20(4).pdf)

Candidates with assessment access requirements (Middle Years Programme)

<http://okinawainternationalschool.weebly.com>

IRIS Center for Training Enhancement:

<http://iris.peabody.vanderbilt.edu/>

The IRIS Center provides research-based resources for faculty and professional development providers. The website features free, online, interactive training in Response to Intervention (RTI). The 4-Part Star Legacy Modules, present an interactive method of learning more about RTI in a practical case study

method.

The National Center on Response to Intervention:

<http://www.RTI4Success.org>

RTI4Success disseminates information about research and evidence based models for RTI. The site includes sample district and state RTI Frameworks, policy and procedures, sample assessments and progress monitoring.

The NRCLD Learning Disabilities Resource Kit:

http://www.nrclid.org/resource_kit

The NRCLD Resource Kit was designed to help practitioners understand the changes for specific learning disability determination and RTI. All materials in this kit are free to the public. A few components of the kit includes: RTI Manual, PowerPoint presentations and information for parents.

RTI Action Network

<http://www.rtinetwork.org/>

RTI Action Network provides numerous resources to assist staff and professional developers to effectively implement RTI in school districts. Resources found on the site include e.g. articles, webinars and podcasts.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) provides research-based recommendations for schools and classrooms across the country. It assesses the rigor of research evidence on the effectiveness of interventions (programs, products, practices, and policies). This site gives educators multiple resources to make informed decisions about possible interventions for students.

Florida Center for Reading Research

<http://www.fcrr.org/>

The Florida Center for Reading Research is jointly administered at Florida State University by the Learning Systems Institute and the College of Arts and Sciences. This website provides information regarding effective reading Intervention programs for children in pre-school through 12 grade.

The ACCESS Center

<http://www.k8accesscenter.org/index.php/about/>

Funded by the Office of Special Education Services (OSES), this website provides information and resources related to curricular practices in math, reading, writing, differentiated instruction, universal design for learning, and technology.

National Association of State Directors in Special Education (NASDE)

<http://www.nasdse.org/>

Blueprints can be downloaded for Response to Intervention Implementation for the District and School Building Level. These documents provide practical research and evidence based interventions and a step-by-step guide for implementation.

Intervention Central

<http://www.interventioncentral.org/>

This website offers information that supports a school's implementation efforts in a practical user-friendly manner. Many RTI resources shown on this site can be implemented at the school level immediately.

National Center on Student Progress Monitoring

<http://www.studentprogress.org>

The National Center on Student Progress Monitor provides articles, PowerPoint presentations and a host of other documents. The primary focus is on professional ways of monitoring student progress through a number of research based methods.

Institute of Education Sciences

<http://ies.ed.gov/funding/grantsearch/details.asp?ID=390>

The Institute of Education Sciences, National Center on Special Education Research, investigates and reports on measurement issues associated with the RTI process.

Center on Positive Behavioral Interventions and Supports

<http://www.pbis.org>

This website helps the local school district and individual school building enhance their knowledge about school-wide practices and systems within a three tiered model of behavioral support for students.

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