

Rescreening Policy & Protocol - Inclusion Department Purpose

The purpose of this policy is to establish a structured rescreening protocol for students at Summit International School. This process ensures that students flagged during initial screenings are reassessed to determine the appropriate level of support required for their successful integration into the mainstream classroom.

Scope

This protocol applies to all students identified for rescreening due to developmental, academic, behavioral, or social concerns. It serves as a guideline for the Head of Inclusion, Inclusion SPED teacher, School Counselor, and other relevant staff in conducting structured observations and making informed decisions.

Rescreening Protocol

Pre-Rescreening Preparation

Review initial screening data, teacher observations, and any prior assessment documents if provided by the family.

Schedule rescreening sessions in small group settings that include both neurotypical and neurodiverse students for naturalistic observation

Rescreening Process

The rescreening should be conducted over 1 to 3 sessions to ensure consistency and accuracy. All observations and assessments will be developmentally appropriate for each age group, with the number of sessions determined based on individual student needs while maintaining fairness and equity in the process.

Social Interaction & Play Skills

- Turn-taking and engagement in structured play
- Initiation and response to peer interactions
- Ability to follow group norms
- Awareness of personal space and social cues

Communication & Language Development

- Responding to simple and complex instructions
- Expressing needs and wants verbally or non-verbally
- Vocabulary use, sentence structure, and clarity of speech

Fine & Gross Motor Skills

- Cutting, drawing, and manipulating small objects; pencil grip, using scissors, buttoning

- Walking, jumping, balancing, and coordination

Attention & Behavior

- Ability to remain engaged in structured activities for short periods.
- Response to transitions between activities and ability to follow routines
- Emotional regulation and coping strategies

Sensory Processing

- Response to sensory stimuli in a classroom setting
- Observable sensory-seeking or sensory-avoidant behaviors
 - spinning, jumping, mouthing objects, covering ears, avoiding textures, etc

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Post-Rescreening Analysis – A structured Rescreening Checklist will be completed, highlighting observations and findings. A meeting with parents will be scheduled to discuss observations and determine if further external assessments are necessary. Lastly, the findings, along with a copy of the report, will be documented in the student's records for future reference.

Parent Communication – Full transparency will be maintained in discussions with parents, outlining all identified concerns and required support. Recommendations will include:

- Approval of classroom accommodations, which could include a Learning Support Assistant.
- Pull-out intervention plans.
- Therapy referrals (speech, occupational, behavioral, etc.).
- Explanation and review of the educational risk factors following ADEK policies

Documentation of recommendations and follow-ups will be maintained to ensure continued monitoring and intervention, whether the student is accepted into the inclusion program or deferred for further observation.

Follow-Up Plan – Intervention strategies will be based on the tier of support required:

- **Tier 1:** In-class support with accommodations.
- **Tier 2:** Pull-out support intervention by the classroom teacher, inclusion teacher, or school counselor.
- **Tier 3:** External therapy referrals for specialized interventions, along with the assignment of a Learning Support Assistant (LSA) if needed for self-care, transitions,

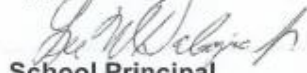
independence, and safety.

Additional individualized plans, such as:

- Individualized Education Plan (IEP).
- Behavior Support Plan (BSP).
- Social-Emotional Learning (SEL) Support Plan.

Conclusion - This **Rescreening Policy & Protocol** ensures a structured and strategic approach to rescreening at Summit International School. By utilizing a checklist and multidisciplinary collaboration, the Support Services Departments can effectively determine the level of support required, communicate findings with parents, and implement appropriate interventions to promote student success.

Approved By:



School Principal

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