learning Support services

what every parent should know





AS AN INCLUSIVE SCHOOL,

AISD strives to provide the **best learning environment** for all our students. We believe that all students have unique abilities, learning styles and interests. These differences are valued, as they add to the richness and diversity of our school. Learners respond best to **developmentally appropriate programs** designed to nurture their strengths and provide for their **individual needs** through **differentiated instruction**. However, AISD is limited in the ability to meet the needs of some students and we are not staffed or resourced to meet the needs of students with significant needs.

We also know that some students may need additional support in order for them to realize their full potential. Supporting a child effectively will involve parents as well as teachers to **work collaboratively** in the best interest of the child. AISD believes that parents are an essential partner in the process of meeting student needs and providing support.

This brochure aims to inform parents about what support services are available for students at AISD.

ilossary

Personalized Education Plan or PEP is a working document written for students identified for learning support services. The PEP includes: a summary of student background information; a summary of the psycho-educational evaluation; testing data; academic, social, and/or behavioral goals for student progress; and any accommodations and recommendations for interventions.

Pull-out services refers to academic support that is conducted outside the regular classroom setting.

Student Support Referral Process describes the procedure used to provide interventions for students who may need a referral for learning support.

Student Support Team or SST refers to the group of school professionals who oversee the implementation of learning support services at each grade level.

WHAT IS LEARNING SUPPORT SERVICES?

Learning support is a free school service designed to help students who struggle academically and may include specialist assistance and specific classroom interventions.

WHO CAN RECEIVE LEARNING SUPPORT AT AISD?

AISD is able to provide learning support for students who have mild learning difficulties in grades PreK-3 to Grade 12, who have otherwise been determined admissible to the school.

Please note, AISD cannot offer services to students with known significant intellectual disabilities, severe learning difficulties, severe physical impairments, or significant behavioral/emotional difficulties.

WHAT SUPPORT SERVICES DOES AISD PROVIDE?

Depending on the student's individual needs and eligibility, the following can be offered by the school:

- In-class "push-in" Support
- Small Group "pull-out" Support
- One-on-one "pull-out" Support
- Personalized Education Plan (PEP)
- Psycho-educational Testing
- Screening and Monitoring
- Counseling
- School Nursing Services
- English Language Support (ELL)

HOW ARE STUDENTS REFERRED FOR LEARNING SUPPORT?

Students new to AISD may be identified as needing learning support during the admissions review process.

Students already enrolled at AISD may be identified as needing learning support when academic concerns emerge. When this happens, the following referral process will take place prior to any determination of eligibility for services. (Please see the back page for more details).

Additional information can be found on our website: www.aisdhaka.org

You may also contact one of our divisional Principals or the Learning Support Coordinator.

Student Support Referral Process

Flow Chart for Parents

Parent

has a concern about their child

Teacher

has a concern about a student



STEP 1

Parent and teachers talk about concerns and classroom interventions are discussed. The teachers or parent may collaborate with other teachers or a counselor, as needed. Ideally, interventions will be implemented and documented for about 4-6 weeks.



STEP 2

If interventions are effective.

the teachers may monitor the student's performance or simply continue the classroom interventions. No further action may be needed, and communication will occur between the teacher and the parent.

STEP 2

HOWEVER, if concerns continue and additional interventions are needed, the teacher will notify the parents.

Teachers may consult with the Student Support Team (SST) for additional strategies or help. The SST is notified of the student concern and documentation is completed by the teachers for the SST to review.



STEP 3

At the SST meeting, the teacher will present his/her concerns, and the team will consider a variety of support options that may include: new classroom interventions, screening, counseling support, outside referral, etc. If appropriate, a case manager may be assigned to monitor the student's progress.



STEP 4

After the SST meeting, the parents will be contacted to discuss recommended "next steps". This discussion may lead to a meeting. The meeting will include the teacher and may also include (as appropriate) the learning support teacher, the counselor, the principal, the school psychologist, speech therapist, and others who work with the student.



STEP 5

If a screening or a psycho-educational evaluation is recommended, parents will be asked to give informed consent. Once any evaluations are completed, the parents and teacher will reconvene with the team noted in Step 4 to discuss the results. If appropriate, a Personalized Education Plan (PEP) will be developed to support the student and a PEP meeting will be held with the parents and appropriate team members.

American International School Dhaka