

Nido de Aguilas Assessment Policy Manual (Reglamento de Evaluación y Promoción)

1. INTRODUCTION	2
2. STRATEGIES TO ASSESS STUDENT LEARNING	4
2.1 Assessment Principles	4
2.2. Assessments Types	4
3. GRADING	6
3.1. Grading: Early Years & Elementary School	6
3.2. Grading In Middle School And High School	8
4. COMMUNICATION TO STUDENTS AND PARENTS	13
5. PROCEDURES APPLIED BY NIDO DE AGUILAS TO DETERMINE STUDENT'S PROMOTION	15
5.1. All Students requirements	15
5.2. Chilean Ministry of Education Regulations.	15
5.3. Nido Requirements High School	16
6. LEARNING SUPPORT	18

1. INTRODUCTION

The International School Nido de Aguilas is a private, co-educational, secular, non-profit day school rooted in the best traditions of Chilean and North American education that offers high-quality English-language education. Nido is an international school, founded on a blend of the Chilean and United States educational traditions, focused on fulfilling the needs of the Chilean, US citizens and international students in general.

This Assessment Policy Manual (Reglamento de Evaluación y Promoción) expresses our Nido Way education and meets Chilean regulations regarding assessment and promotion. Our guiding statements, curriculum, and program prepares students to be eloquent communicators and impactful stewards of a rapidly changing world. Nido students engage in experiential, inquiry-based learning and master a rich curriculum, while acquiring the skills to communicate across multiple fields, disciplines, and cultures

Our assessment system is designed to, first and foremost, improve and promote the learning of our students. Therefore—through a variety of experiences—provides information about learning, instruction and self-assessment and evaluates the performance of our students against our standards. In all divisions, teachers encourage students to embrace a growth mindset, learning from their mistakes and understanding that talent and ability improve with diligence, commitment, and self-confidence.

As an international school located in Chile, our assessment system meets the requirements of the North American, Chilean, and International grading systems. Each student has a cumulative file into which is placed: a record of grades, progress reports, conduct reports, standardized test scores, recognitions, etc. These records are of great importance when a student transfers to another school or applies for college entrance.

Nido evaluates student and curricular performance through many different means of assessment, including standardized testing. Nido regularly uses the MAP, OLSAT, SIMCE, and SSAT to assess student progress, depending on grade level. To assist students applying to gifted and talented enrichment programs, to colleges and universities, for scholarships, and for college credit, Nido assists with the PSAT, SAT, ACT, PSU, IB External Assessment, and AP Content Area Exams.

Purpose of Assessment

The primary purpose of assessment is to improve learning.

For Teachers:

- Monitor, measure, and report on student achievement against standards.
- Provide insight into a child's understanding at different stages of learning.
- Provide specific, timely, and ongoing feedback.
- Celebrate learning.
- Design experiences that promote student learning to meet the needs of all learners.
- Plan, sequence, and organize learning experiences.

For Students:

- Monitor and self assess their own performance.
- Set goals and criteria for improvement.
- Provide opportunities to demonstrate what they have understood.
- Provide an opportunity to synthesize a range of materials into a coherent whole.
- Promote and celebrate a positive and realistic self-image.

For Parents:

- Access to information on their child's progress towards specific learning targets.
- Understanding their child's strengths and areas for growth across disciplines.
- Assist their child in areas of need as well as developing their strengths.
- Celebrate learning.

2. STRATEGIES TO ASSESS STUDENT LEARNING

2.1 Assessment Principles

1. Assessment is an intrinsic part of learning and, therefore, the learning system.
2. Assessment puts the learner at the center of the assessment process.
3. Assessment is rooted in a culture of learning from failure rather than a culture of penalty for failure.
4. Assessment begins with clear learning intentions.
5. Assessment relies on adequate pre-assessment of the learner.
6. Assessment addresses all types of learning – understandings, skills, knowledge, dispositions- with equal rigor and value.
7. Assessment requires timely, actionable feedback.
8. Assessment requires alignment between the tool and the intended learning.
9. Assessment is valid (provides evidence of what it intended to).
10. Assessment measures what is truly valued, capturing what is most essential to be learned.
11. Assessment recognizes and addresses learning differences.
12. Assessment enhances instruction.
13. Assessment promotes learner self-adjustment and independent learning strategies.
14. Assessment promotes and tracks growth in learning.
15. Assessment relies on data from all forms of assessment being used formatively.

(Based on the PTC Assessment Course)

2.2. Assessments Types

Nido provides their students with multiple and varied ways of demonstrating what they know, understand, and are able to do.

	Definition	Purpose
Diagnostic	Assessments administered before a unit begins.	<ul style="list-style-type: none">● Determine depth of students' prior knowledge as well as misconceptions.● Adapt units and learning experiences to address prior knowledge and misconceptions.
Formative	Formal and informal processes teachers and students use to gather evidence.	<ul style="list-style-type: none">● Improve student learning.● Diagnose student needs.● Plan next steps in instruction.● Provide students with targeted practice, offering effective feedback.● Student self assessment, sharing

		progress and goal setting for improvement.
Summative	Assessment information used to provide evidence of student achievement for the purpose.	<ul style="list-style-type: none"> • Make a judgement about student competence. • Report student learning to parents. • Inform decisions for curriculum development. • Used as formative assessment.

Cornerstone	Assessments that provide a framework into which teachers integrate their curriculum while using common learning expectations and rubrics.	<ul style="list-style-type: none"> • Ask essential questions for enduring understanding, require students to solve relevant problems and to demonstrate an ability to both transfer and apply knowledge and skills. • Demonstrate students' achievement of standards. • Produce authentic and contextually based assessments. • Make a judgement about students' strengths and areas of improvement.
Internal	Assessments that are created by a grade level team, aligned to Nido standards, administered to all students.	<ul style="list-style-type: none"> • Determine proficiency of students meeting Nido standards. • Identify strengths and areas of improvement at the individual student, grade level, and in the elementary school.
External	Assessments developed by external agencies to be administered to Nido students.	<ul style="list-style-type: none"> • Measure student growth over time • Identify strengths and areas of improvement at the individual student, grade level, and in the elementary school. • Measure Nido student academic performance against US / Chile and International School Norms

3. GRADING

Grades reflect achievement of intended learning outcomes as defined in our Nido curriculum. The primary audience for the messages conveyed in grades are our students and their parents; our grading policies, therefore, aim to give them useful, timely, and actionable information. Our grading practices are consistent with Nido's mission and values.

The International School Nido de Águilas, due to its nature, has a large percentage of international students, who are arriving or will continue their studies at a new location. Because of this, the evaluation and grading system should not only consider the principles that guide the evaluation practices, it should also consider the conversion of the grade into a variety of different grading systems.

3.1. Grading: Early Years & Elementary School

Nido's Early Years and Elementary School uses a standards-based teaching and learning model to emphasize that learning is a process in which the goal is for each child to grow steadily in knowledge, ability, and confidence.

Standards based reporting is coherent with the International School Nido de Aguilas' philosophy because it allows us to know and clearly communicate achievement of each and every student which will maximize continual student learning. All assessments include a rubric where the standards assessed and the student's achievement in each of those standards are explained. In this way the students are permanently receiving, feedback on their progress performance.

	Description
Attempting	The student does not demonstrate an understanding of the standard/benchmark. Student is well below grade level expectations. Performance is inconsistent even when applying special support.
Progressing	The student demonstrates some understanding of the standard/benchmark. Performance is inconsistent and varies in regard to accuracy and quality; however, progress is observed.
Progressing +	The student demonstrates comprehension of the benchmark standard. Occasionally, the student meets the benchmark/standard, however, the student needs more consistency in his or her performance.

Meeting	The student consistently and independently demonstrates a thorough understanding of the standard/benchmark, meeting grade level expectations. The student applies the key concepts, processes, and skills.
Exceeding	The student consistently demonstrates an in-depth understanding of the standard/benchmark, excelling at and/or exceeding grade level expectations. The student applies and extends the key concepts, processes, and skills. Performance is characterized by high levels of quality and complexity.

Conversion for the Chilean Ministry of Education

The learning standards are the learning objectives designated at each grade level and represent the learning objectives of Nido as well as the Chilean Ministry of Education.

The Ministry of Education specifies that evaluations must be transferred to grades on a 1 to 7 scale, 4 being the minimum passing grade for a course. Therefore, in order to formally report student performance to the Ministry of Education, a standard normal table has been developed to convert Nido de Aguilas' assessments concepts to points and ultimately to a grade on the Chilean standard scale.

On a numerical scale of 1 to 4, the equivalences are as follows:

- Attempting: 1
- Progressing: 2
- Progressing +: 3
- Meeting: 4
- Exceeding: 4

The final grade for each class will consider the average score of all the standards assessed in that specific class. The passing grade will be 1.5 points (equivalent to a 4.0 on the 1 to 7 scale).

Score	Chilean 1- 7	Letter
1	3,5	F
1.5	4	D-
2	5	C-
2.5	5,5	C
3	6	B-
3.5	6,5	B+
4.0	7	A

This conversion will be done at the end of the school year.

3.2. Grading In Middle School And High School

Beginning in the MS level and later in the HS level, the grading system is a numeric system based on percentages. These percentages have an equivalent both in the Chilean grading system and the alphabet letter scale used in the United States system.

Percent	Chilean	Letter
100	7.00	A+
99	7.00	A+
98	6.99	A+
97	6.98	A+
96	6.97	A
95	6.95	A
94	6.93	A
93	6.91	A-
92	6.88	A-
91	6.85	A-
90	6.81	A-
89	6.77	B+
88	6.73	B+
87	6.68	B+
86	6.63	B
85	6.58	B
84	6.52	B
83	6.46	B-
82	6.39	B-
81	6.32	B-
80	6.25	B-
79	6.17	C+

Percent	Chilean	Letter
66	4.83	D
65	4.70	D
64	4.57	D
63	4.43	D-
62	4.29	D-
61	4.15	D-
60	4.00	D-
59	3.95	F
58	3.90	F
57	3.85	F
56	3.80	F
55	3.75	F
54	3.70	F
53	3.65	F
52	3.60	F
51	3.55	F
50	3.50	F
49	3.45	F
48	3.40	F
47	3.35	F
46	3.30	F
45	3.25	F

Percent	Chilean	Letter
32	2.60	F
31	2.55	F
30	2.50	F
29	2.45	F
28	2.40	F
27	2.35	F
26	2.30	F
25	2.25	F
24	2.20	F
23	2.15	F
22	2.10	F
21	2.05	F
20	2.00	F
19	1.95	F
18	1.90	F
17	1.85	F
16	1.80	F
15	1.75	F
14	1.70	F
13	1.65	F
12	1.60	F
11	1.55	F

78	6.09	C+
77	6.01	C+
76	5.92	C
75	5.83	C
74	5.73	C
73	5.63	C-
72	5.53	C-
71	5.42	C-
70	5.31	C-
69	5.20	D+
68	5.08	D+
67	4.96	D+

44	3.20	F
43	3.15	F
42	3.10	F
41	3.05	F
40	3.00	F
39	2.95	F
38	2.90	F
37	2.85	F
36	2.80	F
35	2.75	F
34	2.70	F
33	2.65	F

10	1.50	F
9	1.45	F
8	1.40	F
7	1.35	F
6	1.30	F
5	1.25	F
4	1.20	F
3	1.15	F
2	1.10	F
1	1.05	F
0	1.00	F

MIDDLE SCHOOL

Grades are calculated as an average of work done during the grading period. The final grade is the average of both semesters.

(I) Incomplete: An "I" will normally be converted into a failing grade (F) if the missing work is not completed within two weeks of regular study.

(P) Passing: Indicates a passing grade. A Pass/Fail grading arrangement is used as an alternative to the usual grading system in exceptional circumstances with prior approval of the principal and in consultation with the counselor. A grade of "P" is not used for grade point average calculations.

HIGH SCHOOL

Students and teachers work in partnership to allow students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on internal and external assessments. Teachers use both formative and summative assessment to inform students of their learning and progress.

Formative assessment refers to the ongoing process students and teachers engage in when they:

- Focus on learning goals;
- Take stock of where current work is in relation to the goal;
- Take action to move closer to the goal.

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a learning segment, unit, course, semester, program, or school year. Summative assessments are the teacher’s final opportunity to assess the summation of learning before moving on to new topics or skills.

In an attempt to assist students in balancing their daily study schedule, the high school employs an assessment schedule that allows for no more than two major assessments to be given or due on any given day. As a general guideline, major assessments are defined as tests, quizzes, essays, or projects that constitute more than 10% of the quarter grade and/or take more than 20 minutes of class time. Quizzes that are shorter than 20 minutes and daily homework may be assigned or due on any day or block. Teachers may have to make exceptions to accommodate IB assessment schedules, (i.e. orals, presentations, mock exams) especially during second year IB courses.

The school also recognizes the need for students to have time to catch up with work and to spend quality time with family, therefore major assessments due the day after a holiday break should be avoided.

Semester grades outline the learning that has been taught and assessed within the semester. For core courses with a semester culminating final assessment, the semester grade will be weighted at 90% and the culminating final assessment at 10%. For courses that do not give a culminating semester final assessment, the semester grade is derived fully (100%) from work completed in the semester. Each course is required to give 6 summative assessments *at a minimum* over the course of a semester. The maximum amount of weight given to any one assessment within the semester is 20%. Each teacher has a grading system that is specific to his/her subject; grading information can be found on the course syllabus.

Culminating Final Assessments are given at the end of each semester in the core subjects (math, science, language arts, social studies and languages) as well as all IB courses. Teachers of non-core subjects may also elect to give a culminating final assessment. Culminating final assessments count for 10% of the semester grade. In the second semester of the senior year, IB students take a mock examination that is inclusive of the two-year IB course material. This mock exam serves as the culminating final assessment (weighted at 10%) for IB second semester senior students.

Culminating final assessments are designed to synthesize learning conducted throughout the semester or course. This final assessment may take the form of a project, performance task, written paper, experiment, research investigation, or test. For in-person assessment tasks, the time allotted will be 90 minutes with the exception of IB HL courses that will be 2 hours. IB mock assessments for seniors will have a time allotment of up to 3.25 hours for HL classes.

During the final week of school each semester, a special schedule will be created for the administration of culminating final assessments. For seniors taking IB courses, IB mock

exams will be scheduled in the second semester at least four weeks prior to the IB exams. For seniors taking non-IB courses, a special culminating assessment schedule will be set prior to the end of senior classes.

Ex Absences from Final Culminating Assessments

All students must take the course final, either before or after the original dates proposed by the school.

- In the case of a family emergency, parents should present an excuse during the morning of that same day.
- In the case of medical absence, the student should present the corresponding medical certificate.
- In the case of absence due to travelling, the student should present a parent excuse at least a month prior to the exam.

In case a student is absent from an exam, the student should adjust to the make-up calendar offered by the school. A grade of INC will be assigned until the exam has been taken. The school year will not be closed for the student until the final grade is recorded.

Official Nido Transcript Grades & Grade Point Average

The official Nido High School transcript reports Semester 1 and Semester 2 letter grades earned from coursework taken at Nido de Aguilas. From the semester letter grades awarded at Nido, an unweighted, cumulative Grade Point Average (GPA) is calculated based on the 4.0 system: 4 points = any A mark 90-100%, 3 points = any B mark 80-89%, 2 points = any C mark 70-79%, 1 point = any D mark 60-69% Other possible final semester marks include (but that do not factor into the unweighted cumulative GPA calculation): P-Pass with credit, PN - Pass no credit, NG - No grade, WP - Withdraw Pass, WF - Withdraw Fail. R - Repeated course. INC - Incomplete, M - Medical.

Year-end grades are calculated by averaging the Semester 1 grade and the Semester 2 grade. Year-end grades are calculated only to determine grade level promotion as well as for determining National Plan grades for the Chilean Ministry of Education. The official Nido High School transcript reports final Semester 1 and Semester 2 letter grades (not year-end letter grades) and calculates an unweighted cumulative Grade Point Average (GPA) using only semester letter grades earned from Nido de Aguilas coursework.

Students with Accommodations

Those students in need of an accommodated evaluation could request a special setting and extended time. These accommodations should be part of a learning support plan or a medical certificate that allows the student to join the extended time opportunities. Extended time only applies to the subjects/courses specified in the learning support plan.

Pass/Fail

(P) Passing: Indicates a passing grade. A Pass/Fail grading arrangement is used as an alternative to the usual grading system in exceptional circumstances with prior approval of the principal and in consultation with the counselor. A grade of "P" is not used for grade point average calculations, and is not considered for the Chilean National Plan.

Failing a class

If the student is failing a subject, the Principal (with the teacher and/or counselors) may offer several options such as :

- Verbal/oral exam with the main contents of the semester.
- Portfolio containing assignments and tasks that should be completed during vacation.
- Online course development.

Incompletes

Students will receive an "I" when their academic period is incomplete. Students with "Incomplete" will not be computed in the determination of the grade point average until the "Incomplete" is cleared. An "I" will normally be converted into a failing grade ("F") if the missing work is not completed within a timeline established by the Principal.

Student Academic Intervention Plan

When mid-term progress reports or quarterly report cards indicate failing grades in 2 or more subjects, a student intervention plan is agreed.

The students and his/her parents should have a conference with the Principal or the Assistant Principal to discuss the reasons for the low performance and possible solutions. After the meeting a commitment letter should be written with specific actions. These actions may include: attending homework after school workshops, improving responsibility and organizational skills, class and schedule change, learning support, extra credits, tutoring, etcetera. It will also define a day for the next conference in order to follow up with the action plan.

If action plans are not successful students should be aware that they may be retained in order to fulfill the requirements of Nido's HS Diploma and National Plan (if being part of the National Plan).

4. COMMUNICATION TO STUDENTS AND PARENTS

There are several means of communication with students and parents regarding the student's academic performance. These are: a) Powerschool and report card, b) teacher and administration email, c) parent teacher conferences by grade level, and d) personal meetings.

Power School and Report Card

PowerSchool, Nido's student information system, is intended to provide parents, students, and teachers with a secure and simple way to view student performance, assignments, and attendance records from any computer with Internet access. (It is widely used in the United States and in international schools around the world.)

For High School, **School Academic Reports** are issued for all students four times each year. At the midpoint of each semester, students and parents will receive a Progress Report. These unofficial school reports denote the progress that a student is making toward the final semester grade; the progress report includes an updated course percentage grade, which is derived from at least three summative assessments, and a narrative comment describing the student's progress toward the course standards as well as learning behaviors exhibited in the classroom. At the end of each semester, official school Report Cards are issued. Report Cards also include a narrative comment describing the student's progress toward the course standards as well as learning behaviors exhibited in the classroom.

For Middle School, **School Academic Reports** are issued for all students four times each year. At the midpoint of each semester, students and parents will receive a Progress Report. These unofficial school reports denote the progress that a student is making toward the final semester grade in each subject. A narrative comment from the student's advisory teacher describes the student's social emotional growth and general progress as a learner. At the end of each semester, official school Report Cards are issued. Report Cards also include a narrative comment describing the student's progress toward the course standards as well as learning behaviors exhibited in the classroom.

For seniors applying to universities under early application plans that require applicants to send senior year academic information, the first semester Progress Report will be submitted to the university as the school record of academic progress in the senior year. After the close of Semester 1, Official Transcripts, including the senior Semester 1 letter grades and a recalculated, unweighted, cumulative GPA, will automatically be sent to all universities that require them for the application process.

Progress report includes comments that analyze student progress, suggest areas for improvement, and comment on students as learners - noting their work habits, strengths and weaknesses, and personal interests. Comments inform students and

their families where they stand both in relation to the class and their own progress, and they establish a body of knowledge for future teachers, create a record for the school, and identify themes for the school's college counselors.

Grade conversion to Chilean grading system at the Elementary School will be available at parents request, and also will be sent to parents at the end of the school year.

Parent/Teacher Communications & Conferences

At the beginning of the school year, parents are invited to our Open House where they have the chance to meet the teachers and learn about the course syllabus.

Parent Conferences are held once each semester in order to allow direct contact between parents and teachers to discuss academic progress. Other conferences may be scheduled at the request of the parent or the school whenever necessary.

During these conferences, parents may discuss their child's progress in detail in each one of the subjects as well as the steps planned for a better achievement.

Personal interviews with teachers are also permanently available to the parent community. Parents of students who are experiencing academic difficulty or are displaying behavior problems will be invited to discuss these matters with their child's teacher or administrator.

5. PROCEDURES APPLIED BY NIDO DE AGUILAS TO DETERMINE STUDENT'S PROMOTION

5.1. All Students requirements

Provided students meet academic expectations, it is assumed that students will be promoted to the next school year. A student may be required to repeat a grade level if it is determined that his or her performance is unsatisfactory.

Students must have an 85% attendance rate. Less than 85% may imply failing the class or grade level.

In order to pass a class, students need a 60% average.

5.2. Chilean Ministry of Education Regulations.

According to the Chilean Ministry of Education, a Chilean National Diploma student will not be promoted to the next school year under the following conditions:

All students required an 85% attendance, this also includes justified absence. In extraordinary situations, the promotion having below 85% attendance, should be analysed by the Principal and the National Plan Director.

All students are promoted from 1st to 2nd and from 3rd to 4th. Grades do not hold back students in these two grade levels because the contents taught in these grades are part of a two year plan: therefore, a student needs to master them at the end of the second year.

A student may fail one class and pass if he/she has an average (including the failing class) above 4.5 (64%) or above. A student may fail two classes and pass if his/her final average (including the failing class) is 5.0 (68%) or above.

Juniors & Seniors

- A student may fail one class and pass if he/she has an average (including the failing class) above 4.5 (64%) or above
- A student may fail two classes and pass if his/her final average (including the failing class) is 5.0 (68%) or above. But, if one of the two failing classes is Math or Spanish he/she has to have an average (including the failing class/es) of 5.5 (72%) or above.

As detailed in the Student Intervention Plan, and in compliance with Decreto 67; Nido will monitor student's performance in order to provide the support needed and -as possible- avoid retainence. Each case will be analyzed considering:

- The learning process
- The gap between the student's performance and the grade level expectation

- The social emotional context.

5.3. Nido Requirements High School

Nido de Aguilas International High School Diploma

A student enrolled in this program of study is expected to attend high school for a minimum of four years and must earn a minimum of twenty-seven credits to graduate. This includes: a minimum of four years of English, four credits of Social Studies, three credits of math, science, and language, credits of physical education, one of fine or performing arts, and a half credit each of computer applications and health.

In order to obtain a Nido High School diploma a student must normally have been enrolled in this school for one full year. Students transferring to Nido de Aguilas from another school with high school credits will be awarded a maximum of eight credits per year. The student's counselor and the Principal will make a determination of which Nido graduation credits have been fulfilled.

Chilean National Diploma

To obtain the Chilean Diploma, all National students must approve the courses that are mandatory for the Chilean Ministry of Education, completing the National curriculum. This course of study requires students to take a core curriculum composed of 8 courses every grade level.

International Baccalaureate Diploma

Nido students are encouraged to earn the International Baccalaureate (IB) Diploma. This diploma is recognized by a variety of universities throughout the world. Students are registered upon request and the recommendation of subject teachers. The IB Program is an advanced college-preparatory two-year program of study, leading either to the IB Diploma or to subject Course certificates depending on the student's abilities and plans for further education.

IB course teachers adhere to the IB Approaches to Teaching & Learning (ATL), in the use of Formative assessments. This is completed through the frequent use of gathering, analyzing, interpreting & using evidence to assist in student learning and mastery of ability of the subjects. Formative assessments are implemented in a daily practice that is monitored through a four quarter system built into two semesters. The use of formative assessments are purposely built into summative assessments.

IB course teachers also adhere to IB ATL, through the use of a frequent use of Summative assessments. This is completed through the use of IB assessment expectations & practices to help student find success within the IB internal & external assessment preparation. In order to allow students to earn both IB grading, in addition to a Nido (both US HS grading system & Chilean National grading system). All HS Departments implement a Grade Conversion chart (IB grade conversion to a Nido HS grade), used by all IB teachers in all IB courses, in order to provide students with

appropriate assessment feedback that prepares them for assessment understanding for each program. Summative assessments take place within a mid-quarter, quarterly, semester, annual & two year course structure. Teachers use a variety of mock exams to provide both students and teachers with current student abilities (PG's); done through unit, section & Year 1, Year 2 and IB Course completion mock exams. Mock exam results are used to help determine both PG's for university applications and IB predictions.

6. LEARNING SUPPORT

The Learning Support Department strives to achieve the Nido Mission by meeting students' individual learning needs in a responsive and collaborative environment so students can be successful.

Learning Support is available for students with mild learning needs who qualify for services in 1st through the 12th grade. Students may receive inclusion support in the core academics and/or pull out services provided by one of our learning support staff members. Currently, the Learning Support department at Nido has the capacity to support about fifteen percent of the total student body.

Nido provides various degrees of support from 1st through 12th grade. Support is considered to be : when learning support staff provide help and assistance to struggling students in the general education classroom or with pull-out classes. Support may include individual, small group, and co-teaching models. The purpose of inclusion is to support students to be successful with grade level curriculum within the general classroom setting. Students who require intensive support may be charged with an additional fee, depending on the level of support they need and/or the type of support needed.

Intervention in ES: In the elementary setting, students receive inclusion and/or remediation based on student need. Students who receive pull-out services receive direct instruction in small group sessions. Nido provides math and reading remediation for students in ES who are significantly behind grade level expectations. These students are pulled out of their classrooms and receive direct instruction for the purpose of remediating deficit skills. Students' progress and academic ability is reevaluated at the end of each quarter to determine whether or not they continue to require direct remediation.

Learning Support Class for ES/MS/HS: The Learning Support class has been designed to assist students in various academic areas. Students receive individual and small-group instruction. The Learning Support teacher conducts close monitoring of the student's classroom performance, offers inclusion support to selected core subjects, and frequently consults with the classroom teachers.

LEVELS OF SUPPORT

Students are organized into a leveling system based on the required amount of support they need to benefit from their educational placement. Students' level is determined by type and intensity of need. All students who are in a Learning Support class will be reviewed by the Student Support Team that will develop an Individual Learning Plan (ILP) which is updated and reviewed each semester. Students who need significant remediation are referred to external tutors at an additional cost to parents.

Student Study Team (SST)

The SST is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral, emotional, and/or other problems which may interfere with a student's ability to obtain an appropriate education. There are many instances when a student may require the assistance of the SST. Students experience progress as a result of focused, immediate, and effective intervention.

The Referral Process

STEPS	Action
STEP 1	Classroom teacher identifies concern and creates an action plan using the classroom intervention checklist
If the issue persists the teacher brings concern to the Team	
STEP 2	Grade Level Team discusses concern and creates an action plan with a time frame
If the issue persists the counselor will work with the Team to make a referral to the SST	
STEP 3	SST meets to discuss student of concern and create an action plan. It is important that all teachers attend these meetings.
<ul style="list-style-type: none">• Counselor will review the Action Plan at the team meeting for teachers who could not attend the meeting and to review roles/responsibilities• Counselor will meet with parent/child to discuss the Action Plan• Counselor will place a copy of Action Plan in the student folder• Student will remain at the SST level until concern is resolved	

The SST will be made up of permanent or standing members and temporary members who will be invited when they make a student referral. The standing members will include an administrator, a counselor, and a learning support staff member. Each standing member will have roles and responsibilities.

Student Study Team Action Plan:

These are the actions the teachers, counselors, school, parents and outside agencies will provide to help reach the stated student goals, and includes the persons(s) responsible for action. The Case Managers are responsible for sharing the action plan at the Team Meetings and for placing the Action Plan in the student file.

The action plan includes: students strengths, background information, attempted interventions and outcomes, desired outcome of the referral, student goal(s), actions to reach the goal, outcomes, and date of follow up meeting

Individualized Learning Plan (ILP):

The ILP is a comprehensive report used in 1st through 12th grade that was developed to provide documentation for students in the Learning Support program. The ILP reviews the student's educational history, current functioning, and future goals. It also clearly outlines any accommodations. The development of an ILP is a collaborative process that involves the Learning Support staff, general education teachers, parents and students, as appropriate. The ILP is reviewed and updated each semester.

Accommodations: Students who struggle academically may require classroom accommodations. These accommodations may be denoted in the SST Action Plan or the ILP. Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Grading and credit is the same as all other students. Accommodations do not fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria. Examples could include preferential seating or increased time to complete work. Learning Support will collaborate with the general education teachers to develop appropriate student accommodations as needed.