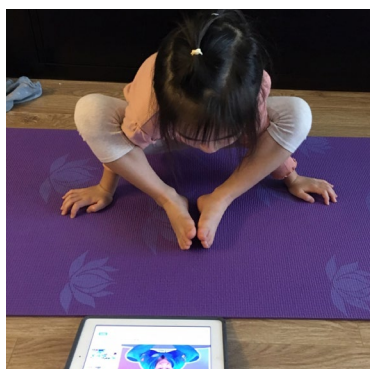




GUIDE TO LEARNING SUPPORT



LEARNING TO INSPIRE

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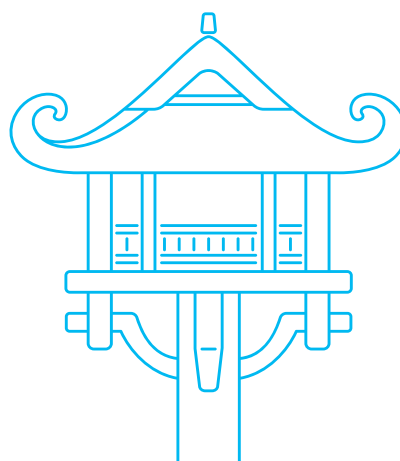
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Guide to Learning Support at UNIS Hanoi



UNIS Hanoi Learning Support Guiding Statement (May 2020)

We believe

- In supporting access to inclusive, authentic, and challenging learning experiences;
- Neuro diversity enriches our wider school community
- Students have and can learn through their strengths
- Equitable learning opportunities generate success

Inclusion at UNIS

UNIS Hanoi celebrates the talents and diversity of its students and acknowledges the right of every learner to be empowered and successful in his/her learning. At UNIS Hanoi inclusion is facilitated through:

- Collaboration for the success of all students
- Mutual respect of all stakeholders
- Support within our defined capacities
- Solution oriented action for learner variability

Student success is an ongoing process and the responsibility of all

to provide personalized pathways and remove barriers to success.

Next Frontier Inclusion

UNIS Hanoi is a member of the Next Frontier Inclusion organisation. Next Frontier Inclusion promotes and protects the interests of students who learn in different ways or at different rates in International Schools. They offer support to schools developing inclusion policies and practices.

Admissions

UNIS Hanoi values Learning, Community and Responsibility. Our programme reflects the ideals and principles of the United Nations and places a strong emphasis on creativity, activity and service, as well as academics. We celebrate diversity and recognise the benefits it brings to the whole school community. Upon application, the needs of individual students who may require additional services are reviewed to determine if the student can be successful at UNIS.

Learning Support at UNIS

The Learning Support Teachers work closely with students, teachers, and parents in order to assist students who need additional support to access the curriculum D-12. Learning support offers a continuum of support based on learning needs of the individual student. When an (already) enrolled student's Learning Support needs exceed the parameters of moderate support, the school will remain committed to working with the student and their family for as long as they can be successful in our programme. There are three ways learning support is delivered to students at UNIS Hanoi:

1. Pull-out support: small group learning support class.
2. In-class support: learning support teacher provides in-class or co-teaching support in the mainstream classroom
3. Consultation: learning support teacher consults

and collaborates with subject teachers and specialists such as the school psychologist and SLP.

Student Success Team (SST)

The SST is committed to ensuring students are included, appropriately challenged and experience success. Various support systems and structures are in place to provide success for all UNIS students.

Applauses and Alerts

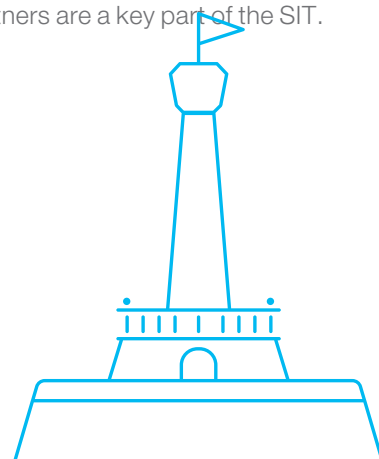
As part of the wider Student Success Team UNIS Hanoi uses the Veracross Student Management System to help communicate, track and monitor celebrations (Applauses) and concerns (Alerts) relating to all student's social, emotional, academic and/or behavior patterns.

Student Intervention Team (SIT)

The Student Intervention Team (SIT) is a part of a wider divisional Student Success Team. It is a collaborative professional inquiry in consultation with parents, into an individual student's learning profile, identifying their academic, social, emotional or speech and language strengths and needs. This is dedicated

time to promote and facilitate student-centered, professional dialogue & collaboration and to encourage shared accountability and responsibility. The SIT takes a multidisciplinary team approach to establishing support for a student and providing coordinated system of care to ensure student success. The members of this team may consist of, but are not limited to: school psychologist; speech and language pathologist; counsellor(s); a representative from the administrative team; learning support teacher; EAL teacher; school nurse; enrichment coach and homeroom/subject/specialist teacher.

The Student Intervention Team meets every 10 days in the middle and high school and weekly in the elementary school. This affords an opportunity to analyse student data from teacher observations, information shared by parents, current and/or prior school performance, educational assessments and/or associated health professionals' evaluations. An action plan or intervention plan is drawn up and a case-manager appointed. A student may be referred for short term or long term learning support services or interventions based. Parents as partners are a key part of the SIT.





Individualised Learning Plan (ILP) and Intervention Plan (IP)

All students who receive direct learning support services have an Individualised Learning Plan (ILP) or an Intervention Plan. An ILP documents the students strengths, areas of needs, services received, individualised learning goals, recommendations for teacher practice, accommodations and modifications (if applicable). An Intervention Plan is short term and may include students strengths, areas of needs, individual goal(s) and the

outcomes of the intervention, group goals, timeframe and classroom strategies. We believe parents are partners in both ILPs and Intervention Plans. ILPs are reviewed biannually in the ES and annually in the Secondary School. ILPs are signed by the parents and shared with the students teachers.

Accommodations, Modifications and Differentiation

Accommodations

Accommodations are changes in how a student accesses information or demonstrates learning, and may be seen as a

way of differentiating instruction. Accommodations do not change, alter or lower the expectations of the curriculum and do not alter what the test or assessment measures. Accommodations are scaffolds for student learning and these are provided to students when there is sufficient evidence that the student will not succeed without them. The changes are made in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals.

(NFI 2015:19)

Modifications

Modifications are made when the regular curricular expectations (the standards and benchmarks) are either beyond the student's level of ability or readiness or when the student has already mastered those standards. A modification is a change in "what" students are learning in terms of curricular outcomes. The student is expected to learn something different from the general education standards. Changes are made to the curriculum to provide opportunities for students to participate meaningfully and productively along with other students in the classroom. Modifications are rarely implemented, and are only used when accommodation options have been fully utilized and are not deemed sufficient to support the student to reach the standard. However, when a child's disabilities are significant, or a child is exceptionally able, it may be appropriate to employ modifications.

(NFI 2015: 19)

Differentiation

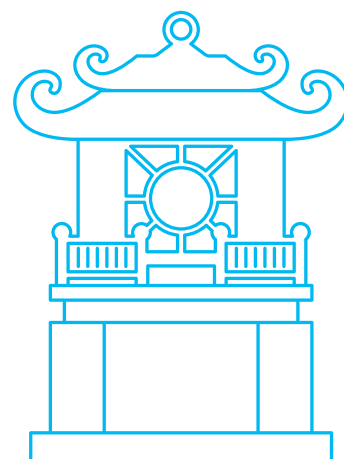
Differentiated instruction occurs within the classroom and is the responsibility of the homeroom/subject teacher. Learning Support teachers may consult with homeroom/subject teachers about how to differentiate their classroom to meet the diverse needs of their students.

Educational Assessments

In consultation with parents, the Learning Support teacher may conduct individualized screening assessments to determine eligibility for learning support services and inform a student's ILP or IP. Additional assessments might be administered to monitor progress, gauge the effectiveness of an intervention, to facilitate planning or following a Student Intervention Team meeting. Secondary learning support teachers obtain signed parent permission for standardised, normed learning support screening assessments conducted on individual students.

Specialist educational assessments conducted by the UNIS Hanoi Speech Language Pathologist (SLP) and UNIS Hanoi School Psychologist are also available upon referral through the SIT. Signed parental consent is obtained by the Speech and Language Pathologist and School Psychologist before administering assessments on students. Results of LS, SLP and School Psychologist assessments are shared with parents.

Beyond what is offered on-campus, UNIS may recommend or require further assessment for a student in order to establish a better understanding of a student's learning needs to plan a successful pathway forward.



Learning Support Teachers as case managers

(adapted from ISM)

- Develop, implement and share ILP or Intervention Plan for each LS student
- Know, understand and communicate the LS student's profile (academic, social, emotional, medical) to the necessary faculty and staff at UNIS. Offer practical differentiation suggestions to teachers based on a student's profile
- Coordinate a system of care and advocate for the student's needs to teachers, parents, administration, and counselors
- Make recommendations for, and coordinate, support services (including screening and testing, following the SIT process)
- Document and communicate student needs to all stakeholders
- Monitor student progress and respond to academic alerts on the student
- Work collaboratively with parents to ensure that they are an informed, participating part of the support process, goals, and responsibilities
- Call meetings with all relevant people who work with the student (minimum of one time per year).



- Communicate and receive feedback on goals with classroom teachers

Transitions between grade levels

When a student changes case manager there is a meeting between the new and previous case manager to share information on the student, their needs and strategies for success. A formal meeting involving the LS teachers and administration members occur when a student transitions into middle school and into high school. Key LS documentation on a student is moved to the new case manager. The parents are informed.

Handling and Storage of Records

- LS electronic (elementary and secondary) and paper files (secondary only) are maintained for each student receiving LS.
- Learning support documents, external evaluation reports (including Educational Assessments), Intervention Plans, ILPs, and progress reports/report cards are digitally stored within each student's electronic record on the student management system Veracross and can be accessed by classroom and LS teachers, SIT members, and Administration.
- Information is only shared with professionals outside of UNIS with the family's permission, consent, or knowledge.
- Information is shared/disclosed only to the necessary audience within UNIS.

Learning Support in the Elementary School (Discovery - G05)

Levels of Learning Support in the Elementary School

MILD SUPPORT

"Mild Support is provided ... in a balanced service delivery model of consultative support, accommodations, small group instruction or in-class support."*

TO QUALIFY FOR ES MILD SUPPORT:

- The student's achievement is below peer's by about one year in any given area, based on a combination of assessments, observations and the professional judgement of the homeroom and LS faculty member
- The student participates in the same curriculum content as their peers with the same learning outcomes.

A MILD SUPPORT STUDENT MAY:

- Receive instruction in the homeroom but may need accommodations to access and demonstrate understanding of the curriculum.
- Require limited extra support in addition to the differentiated support offered by all teachers.

MODERATE SUPPORT

"Moderate Support can be thought of as a program through which children with more specialized needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies"*

TO QUALIFY FOR ES MODERATE SUPPORT:

- There is evidence the student is up to two grade levels behind peers in an identified area(s).
- The student participates in the same curriculum content as their peers, but requires accommodations and maybe some modifications to one or more curriculum areas to access and demonstrate understanding of the curriculum.
- The student is assessed with grade level criteria unless they have curriculum modifications documented in their Individual Learning Plan.

A MODERATE SUPPORT STUDENT MAY:

- Have additional screening or assessment conducted by members of the SST, as needed.
- Require significantly more teacher time in the homeroom classroom and individual instruction.
- Need the focus of instruction to be aimed at teaching or consolidating basic skills at or below grade level expectations.



INTENSIVE SUPPORT

“Intensive Support is provided for children ... with cognitive or developmental disabilities. These students work with a small team of specialist professionals and with other mainstream teachers. There is an emphasis on social inclusion.”*

- The student participates in a modified, or partially modified, programme adapted from the grade level curriculum. Modifications are assessed according to individual goals.
- The student will have an identified cognitive or developmental delay/disability that adversely impacts their academic performance.

TO QUALIFY FOR ES INTENSIVE SUPPORT (AT LEAST ONE OF)

- There is evidence the student is two or more grade levels behind current expectations in identified academic area(s).

AN INTENSIVE SUPPORT STUDENT MAY

Have, or would benefit from, a 1:1 learning assistant that attends to his/her learning and social, emotional and/or behavioural needs throughout the school day.

Eligibility Criteria for Learning Support in the Elementary School

Criteria*	Description
A. <i>UNIS SIT new referral process</i>	<p>Student profile is raised at a SIT Meeting, at which time enrollment in LS is the agreed outcome of the meeting, based upon:</p> <ul style="list-style-type: none"> Documented concern by previous or current teachers. The student has a history of poor academic grades as indicated on progress report/ report card grades and school-wide achievement data (e.g. MAPs) Documented interventions and strategies have been consistently implemented overtime (4-6 weeks) with little or no progress evident. The student demonstrates academic achievement below year/grade expectations on Standardized LS Screeners and Grade Level Assessments. <p>At all times, the agreed progression from pre-referral to SIT referral should follow the New Referral Process, as outlined in the flowchart below:</p> <p>TIME (weeks)</p> <p>Concern(s) noted: observed challenges are documented & communicated</p> <p>Parent communication: information sharing/ gathering</p> <p>Academic and/or social/emotional Alert(s) via Veracross (as appropriate to case)</p> <p>Meetings and conversations between stakeholders commence</p> <p>Homeroom Strategies Implemented</p> <p>Student Focused Conversations; additional homeroom strategies recommended by grade level team at monthly meeting</p> <p>Stakeholders to formally document strategies used and results obtained throughout this period. Document template provided by SST faculty</p> <p>Concern continues</p> <p>Concern resolved</p> <p>Homeroom: continue to monitor progress</p> <p>Decision is made to bring student to Student Intervention Team (SIT) Meeting. This decision is always via collaborative discussion between stakeholders</p> <p>Submit Alert via Veracross: Select: "Follow up requested - ES SIT"</p> <p>SIT New Referral Document: Section 1 • Must be completed in conjunction with the ES SIT Alert • Progression to SIT meeting is dependent on accurate documentation</p> <p>SST Faculty meets with Assistant Principal for approval • Complete check-list to ensure consistency of process to date</p> <p>Not Approved: continue homeroom strategies & documentation</p> <p>Approval: SIT is scheduled</p> <p>SIT New Referral Document: Section 2 Completed during approval meeting</p> <p>Parent communication: Informed of SIT meeting</p> <p>Student Intervention Team meeting</p> <p>SIT New Referral Document: Section 3 Meeting Format: • Facilitator Opens Meeting • Short Case Summary • Generating Ideas/Solutions • Accountability for Action • Review date set by Case Manager</p> <p>Homeroom Strategies Implemented</p> <p>Mild/Moderate Intervention Strategies Implemented</p> <p>Intensive Intervention Strategies Implemented</p> <p>Further assessment or external referral (with review date recorded)</p> <p>Parent communication: Informed of outcomes</p> <p>UNIS HANOI ELEMENTARY SCHOOL LEARNING SUPPORT</p> <p>New Referral Process: How to collaboratively manage the process of supporting a student from initial concern to SIT meeting</p>

Criteria*	Description
B. <i>Provisional, responsive eligibility for new students (pending ongoing SST review and case progression)</i>	<p>Fast-tracking students for LS eligibility:</p> <ul style="list-style-type: none"> Given the age of the students that we work with in the ECC and ES, diagnosis is not always developmentally or age-appropriate, nor is something that can be quickly conducted. As such, students who immediately exhibit an emerging profile with presenting concerns that suggest ADHD, SCD or ASD traits, will also be case managed by the ES Learning Support faculty member. In cases such as this, the LS faculty member will provisionally enroll the student on the LS Register, as the case management of students with an emerging profile should still contribute towards the overall Learning Support caseload. The LS faculty member will become the tentative case manager and will coordinate the collection of data and provision of support for Criteria B students and guide the SIT meeting process as a professional inquiry into the strengths and challenges that characterise the student. At all times, communication and consultation between the LS faculty member and the ES SST Leader should occur to ensure that optimal process and responsiveness is occurring, and that the process to SIT meeting is progressing at a reasonable rate.
C. <i>Automatic eligibility</i>	<p>The student has an Individualized Education Plan (IEP), Individual Learning Plan (ILP) or equivalent from a previous school.</p>
D. <i>Automatic eligibility</i>	<p>The student has a current psycho-educational evaluation (current = within 3 years) and/or a diagnosed learning disability that impacts learning (including ADHD, SCD and ASD: see bullets below)</p> <ul style="list-style-type: none"> Students who have received a diagnosis of social communication disorder (SCD) or autism spectrum disorder (ASD) will be enrolled in the Learning Support register. These students will be case managed by the ES Learning Support faculty member, with the understanding that a range of professionals (counsellors, SLP, admin) may play an active role in the direct and indirect support for this student. Students with an identified cognitive or developmental delay/disability that adversely impacts their academic performance will be case managed by the Learning Support faculty member. Students with a diagnosis of Autism Spectrum Disorder (ASD) or Social Communication Disorder (SCD) case manager will be determined by the SIT.

Criteria*	Description
E. <i>Automatic eligibility</i>	<p>The student has a diagnosed physical disability or documented physical condition that impacts learning:</p> <ul style="list-style-type: none"> Coordination with the UNIS Health Clinic is a natural implication of enrolling a student with this criteria.

Criteria A is part of the UNIS SST referral process. Criteria B, C, and D automatically enable automatic eligibility to receive Learning Support, and register on ES SST Caseload. Criteria will require the SST faculty to deploy their best professional judgement, as per their training and expertise.

Learning Support Exit Criteria

Any student receiving instruction from a learning support teacher is discussed at Student Intervention Team Meetings Study at least twice a year. If it is deemed that students have met their learning targets and are performing independently in the mainstream class, progress will be tracked for a period of six months before they are exited from support. Parents and teachers are notified and a record kept in the students SST confidential digital file.



Learning Support in the Secondary School (G06 - G12)



- Students are assessed with grade level criteria unless they have curriculum modifications documented in their ILP and on their transcript/report card.
- On Standardized LS screener demonstrates an academic weakness of 4-5 years below grade level

INTENSIVE SUPPORT

- Student participates in a modified, or partially modified, program adapted from the grade level curriculum.
- The student most likely has a 1:1 learning assistant that attends to his/her learning and social, emotional and/or behavioural needs throughout the school day.

- The student will have an identified cognitive or developmental delay/disability that adversely impacts their academic performance.
- Students who require modifications are assessed according to individual goals. Students receiving intensive support receive a modified transcript/report card.
- On Standardized LS screener demonstrates an academic weakness of more than 5 years below grade level.

(NFI 2015 : 12)

Levels of Learning Support

MILD SUPPORT

- Students participate in the same curriculum content as his/her peers with the same learning outcomes and they benefit from instruction in the classroom, but may need accommodations to access and demonstrate understanding of the curriculum.
- On Standardized LS screener demonstrates an academic weakness of 2-3 years below grade level

MODERATE SUPPORT

- Students participate in the same curriculum content as his/her peers, but requires accommodations and maybe some modifications to one or more curriculum areas to access and demonstrate understanding of the curriculum.
- The focus of instruction may be remedial and aimed at teaching basic skills within the context of the grade level / class curriculum.

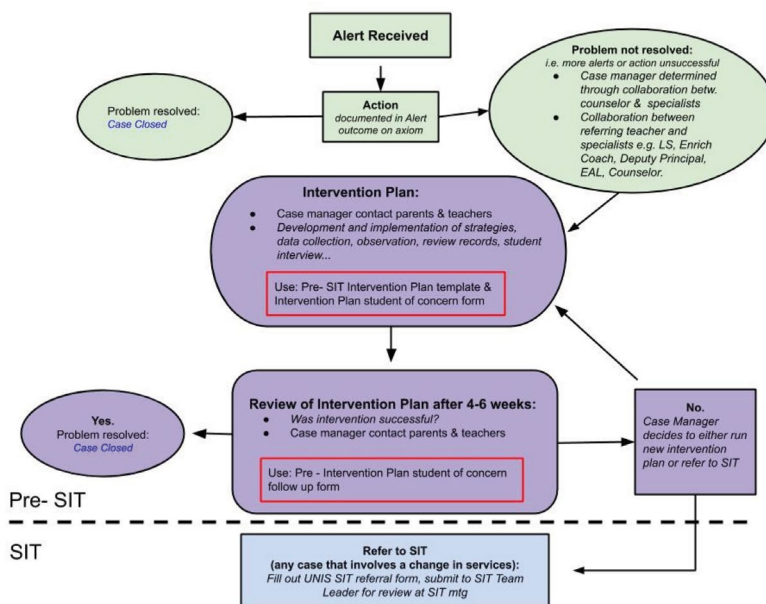
Learning Support Eligibility

(Adapted from IS Basel's Entrance Criteria, February 2018)

A student is eligible for learning support if they meet any of the criteria below. Criteria A is part of the UNIS SIT referral process. Criteria B, C, and D automatically enable automatic eligibility to receive Learning Support.

CRITERIA A: UNIS SIT REFERRAL PROCESS

- Documented concern by previous or current teachers through the Veracross alert system
- The student has a history of poor academic grades as indicated on progress report/report card grades and school wide achievement data (e.g. MAPs)
- An SIT specialist will review the student's educational history, English language proficiency, and learning behavior to determine the most appropriate supports. A student's course selection will be evaluated to determine appropriateness of course selection prior to entrance into Learning Support
- If necessary an SIT specialist: Learning Support, EAL, Counseling and Enrichment specialists may be involved in the development of a 4 - 6 week Pre - SIT Intervention Plan to support student of



concern needs. Parents are informed. The completed Intervention Plan is stored in the student's file on Veracross.

- Documented Pre - SIT Intervention Plan will have been implemented overtime (4-6 weeks) with little or no progress evident.
- The Intervention Plan will be reviewed by the SIT to determine if the student should be screened for LS services. Signed parental consent is obtained prior to the screening.
- The student will be eligible for LS services if the student demonstrates academic achievement below year/grade expectations on Standardized LS screeners:
- The student's standardized test scores are <16%ile or <Standard Score 85

and/or

- The student has elevated T scores (greater than 70) on an executive functioning screener

- On Standardized LS screener student demonstrates an academic weakness:
 - 2-3 years below grade level (Mild Support)
 - 4-5 years below grade level (Moderate Support)
 - more than 5 years below grade level (Intensive Support)

CRITERIA B: AUTOMATIC ELIGIBILITY

- The student has an Individualized Education Plan (IEP), Individual Learning Plan (ILP) or equivalent from a previous school

CRITERIA C: AUTOMATIC ELIGIBILITY

- The student has a current psycho-educational evaluation (within 3 years) and/or a diagnosed learning disability that impacts learning (including ADHD or Autism). Students with a diagnosis of Autism Spectrum Disorder (ASD) or Social Communication Disorder (SCD) case manager will be determined by the SIT.

CRITERIA D: AUTOMATIC ELIGIBILITY

- The student has a diagnosed physical disability that impacts learning

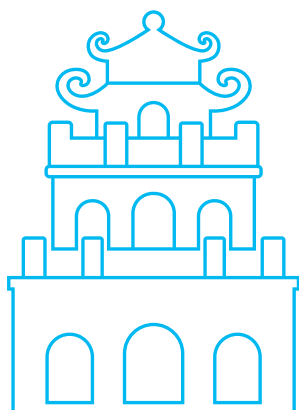


Learning Support Exit Criteria

Students have met ILP goals, and are performing independently in the mainstream based on teacher feedback form and, if applicable, have passing grades (pass in HS is 3 and above).

Monitoring

Once a student exits Learning Support the Student will be monitored by the learning support teacher for six months which includes checking with subjects teachers and the success of in-class interventions, monitoring of grades, achievement, and progress.



Individualised Learning Plan (ILP)

If a student receives direct learning support services they have an ILP which includes a history of support services, a summary of individualised evaluations, current learning support services, goal(s), recommended classroom practices, accommodations and modifications (if applicable). Reporting on the goals within the ILP is through the UNIS Hanoi formal reporting system of mid year

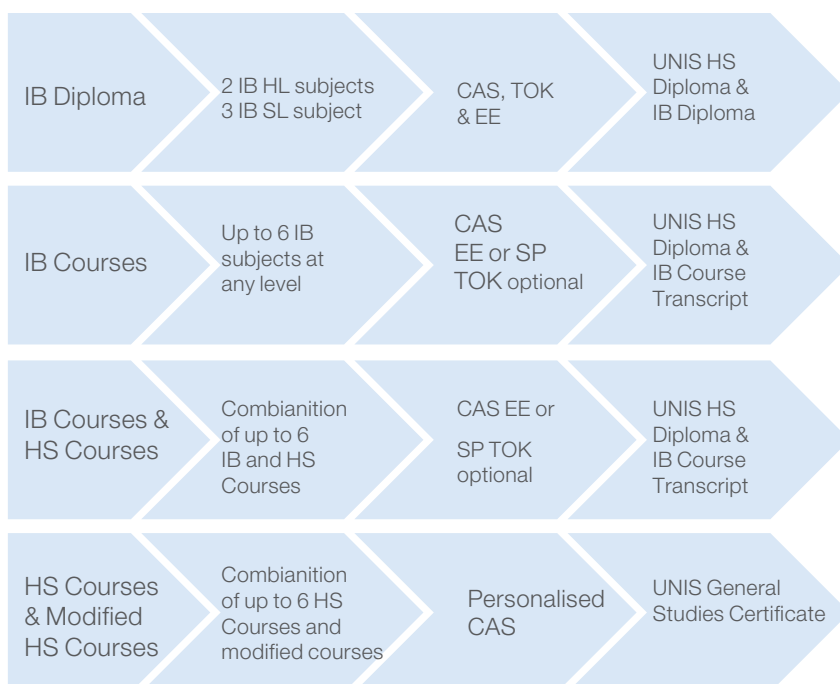
and end of year report cards. An ILP is reviewed and signed by the student, parent and LS teacher annually. The ILP is shared with the student's teachers to inform classroom practice.

Pathways to Graduation

Learning support is available to students throughout high school. In G11 and G12 there are multiple pathways which lead to the UNIS High School Diploma available to students.

A learning support student and their family work together with their case manager and college counselor to

determine the most appropriate pathway for the student. The HS Course and Modified HS Course pathways are available by school recommendation only.



IB DIPLOMA AND UNIS HIGH SCHOOL DIPLOMA

All UNIS Hanoi students are offered the opportunity to follow the full IB Diploma. Students graduate with an IB Diploma Transcript and the UNIS High School Diploma.

IBDP COURSES & UNIS HIGH SCHOOL DIPLOMA

For students whose goals are better met by IB Diploma Courses and not the additional requirements of the IB Diploma. Students graduate with an IB Course Transcript and the UNIS High School Diploma.

IBDP COURSES AND UNIS HIGH SCHOOL COURSES LEADING TO AN UNIS HIGH SCHOOL DIPLOMA

Students undertake a combination of IB Courses and HS Courses. Students undertake the HS Course in the same classroom as an IB Course following most or all of topics with differentiated content and assessments. There is no external examination for an HS Course which earns academic credit for an UNIS HS Diploma and is graded 1-7.

UNIS GENERAL STUDIES CERTIFICATE

Students undertake a personalized programme of HS Courses and modified HS Courses. Course credits are earned in 3 or 4 years. A modified course earns academic credit and is transcribed as a

Pass or Fail. The General Studies Certificate is not a UNIS High School Diploma and will usually require a minimum of 14 credits from a diverse group of disciplines. For example 3 English credits, 2 Science, Maths, I & S, and PHE credits, 3 Electives credits.

If needed, a modified program of work is developed for a student. A decision to modify a student's learning is made at the SIT meeting with parent knowledge and consent. The process of modification is done collaboratively with the LS teacher and subject teacher, and documented in the students ILP. When a student's subject is modified in a subject they receive a pass or fail on their report card and transcript.

Exemptions

A student may be exempt from a UNIS High School Diploma requirement by the High School Principal based on a data informed recommendation from the SIT and LS case manager.

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This guide is reviewed and updated annually as we learn from our experiences and as our student demographics change.



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