



American School of Brasilia

# Student Support Services Handbook

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Brazil



## Table of Contents

[Foreword](#)

[EAB Student Support Services Mission Statement](#)

[EAB Student Support Services Program Aims](#)

[Admissions for students requiring additional support](#)

[EAB Student Support Services Overview](#)

[EAB Student Support Services Definitions](#)

[EAB Student Support Services Model](#)

[EAB Student Support Services Faculty](#)

[EAB Student Success Referral Process](#)

[EAB Student Success Plans \(SSP\)](#)

[Documentation](#)

[Forms and Templates](#)

*The team members responsible for the revision of this document include the following roles:*

Upper School Learning Support Teacher  
Upper School Learning Support Assistant  
Lower School Learning Support Teachers  
Deputy Head of School for Learning  
Lower School Counselors  
High School Counselor  
Middle School Counselor

Lower School Principal  
Lower School Assistant Principal  
Middle School Principal  
High School Principal  
Director of Teaching and Learning  
Director of Brazilian Studies  
Head of School



## Foreword

The American School of Brasilia offers a rigorous academic program for students in grades K 3 through 12. An integral part of this academic program is the support services program which provides support for students with special needs from grades K-3 through 12. The Student Support Services program is staffed by certified learning support specialists and supported by counselors, classroom teachers, an educational psychologist, and administrators at all levels. The school staff works cooperatively, when possible, with outside professionals, such as speech and language pathologists, occupational, and physical therapists, and psychologists, etc. to best meet the needs of all students.

## EAB Student Support Services Mission Statement

To support student learning and personal growth through the use of a holistic, student-centered support program.

## EAB Student Support Services Program Aims

- To provide a successful academic experience for students with special educational needs (behavioral, social-emotional and academic)
- To enhance student learning through skill remediation and/or academic support
- To help teachers address a student's special needs in the mainstream academic classroom through collaboration and professional development.
- To ensure growth and progress of students who participate in the student support services programs
- To accurately identify and serve students with special needs.

## Admissions for Students Requiring Additional Support

EAB has staff to provide support to meet the following needs:

**Mild Behavioral Needs:** Student requires minimal staff intervention in regards to positive reinforcement and direction.

**Mild Social-Emotional Needs:** Student would benefit from brief and limited consultations with the school counselor within the educational environment.

**Mild Academic Learning Needs:** Student has a documented processing deficit in one area of cognitive processing, that requires minimal classroom and/or assessment accommodations, eg. Reading Disability

**Moderate Academic Learning Needs:** Student presents with documented learning disabilities that require daily classroom accommodations as well as alternative assessment accommodations

[Table of Contents](#)



## Admissions for Students Requiring Additional Support

The EAB admissions team follows the guidelines as outlined in the Learning Support Services section of the [EAB Admissions Guide](#). Counselors and divisional principals review all application files and the learning support specialists will review all application files submitted for students who have received additional support services or have been evaluated by a specialist such as an educational psychologist, speech-language pathologist, occupational psychologist, etc. In some cases the Admissions Review Team will meet to review records/data and make recommendations together.

The policy for admitting students who require additional support is outlined in the Admissions Guide as:

Our goal at EAB is to provide support and services to all students who meet our admissions criteria so that each learner achieves and enjoys learning within the regular academic program with minimal assistance or accommodations. While all students are registered in regular classes and academic programs, EAB provides support services for children with mild learning and/or language challenges and divisionally appropriate support for those without English as their first language.

All applications are reviewed by our Admissions Review Team, which may include our Principals, Counselors, Learning Specialist, School Psychologist and English Language Learner Teachers. Whenever possible, any support services that your child may require are determined and communicated before the admissions decision is confirmed.

If your child is currently receiving special services, such as learning resource instruction, remedial teaching, occupational therapy, speech/language therapy or seeing any educational specialist outside the regular classroom, please advise us at the beginning of the application process. Failure to do so will result in delayed admissions and late assessment of applicant's needs.

Qualified students with special needs will be provided services that are available within our school on the basis of records, previous placement, current assessments, an Individual Educational Plan (IEP), psycho-educational evaluation and the Admissions Committee's recommendation.

### THERE ARE TWO SUPPORT PROGRAMS AT EAB

1. The Learning Support Program provides academic support for those students with learning difficulties. It is a broad-based program, also offering support to students in areas of need or remediation, as well as providing strategies and accommodations to classroom teachers and parents. Students in the learning support program may receive support in both a "pull out" model and regular classroom "push in" setting. All students are registered in regular classes and must be able to access and benefit from the curriculum with a minimum of support.

2. English Language Learners Support provides learners with an enriched, language immersion education in which English is the primary language of instruction. Our school-wide instruction and assessment is designed to facilitate our students' learning to meet and exceed our academic standards.

[Table of Contents](#)



\* NO SPEECH AND LANGUAGE SERVICES ARE OFFERED AT EAB

## EAB Student Support Services Overview

<b>Range of Academic Instruction</b>	<p>EAB is staffed to meet the needs of students with mild academic learning needs within an inclusive educational model. Accommodations are utilized as necessary to support student learning, however modifications are rarely implemented. EAB faculty address the majority of student needs by differentiating within the regular education classroom. In rare situations, students participating in a modified program are eligible to receive an <a href="#">EAB certificate of completion</a>.</p> <p>The school is staffed with a part-time educational psychologist able to complete social-emotional, cognitive and behavioral evaluations and support plans using English and non-verbal assessments when needed.</p> <p>Student Success Plans (SSPs) are created for students when the Student Support Team (SST) determines that their needs can be met by EAB faculty.</p>
<b>Range of Counseling needs</b>	<p>Short term, educationally-based counseling, for individuals and small groups, may be offered (i.e. four sessions on grief, divorce, social skills, etc.) at EAB by EAB school counselors. School counselors offer classroom-based prevention, intervention, and education classes covering various developmental subjects. Students are referred to outside agencies if their needs extend beyond these sessions.</p> <p>The school is staffed with a part-time educational psychologist able to complete social-emotional, cognitive and behavioral evaluations and support plans using English and non-verbal assessments when needed.</p> <p>Behavioral Support Plans (BSPs) are created, when necessary, and monitored by the counseling staff for students who require behavioral structure and support.</p>
<b>Range of Behavioral Support Services</b>	<p>Students with mild behavioral needs that require a Behavior Support Plans (BSP) are supported by the school counselors. At this time, EAB is not able to support students with moderate to significant behavioral needs.</p> <p>Currently, we have a part-time school psychologist able to complete social-emotional, cognitive and behavioral evaluations and support plans using English and non-verbal assessments when needed.</p>



## SST Program Definitions

**Accommodations:** Accommodations allow students to demonstrate what they know without fundamentally changing the standards and benchmarks that are being taught in the classroom or measured in testing situations. There are classroom / instructional accommodations that can be made to help students access the learning target / standards

Examples include extended time, different test format, allowing students to take the test in a separate setting, and alterations to a classroom (such as preferential seating). Standards and benchmarks are not changed and learning objectives are the same for students with and without accommodations. The intent is to provide opportunities for students to be successful displaying skills or understanding related to grade level concepts. (Adapted from NCLD)

- **Classroom/Instructional Accommodations** - These accommodations are generally provided by classroom teachers in a class environment in order to better enhance student learning. These are documented on the SSP and may include chunking, scaffolding, and modeling.
- **Testing Accommodations**
  - **In-School Testing Accommodations** - These are documented on the SSP and may include extra time, use of a calculator, reader, etc.
  - **Standardized Assessment Accommodations**
    - **MAP Test Accommodations** - At EAB, the accommodations recommended for students are documented on their SSPs and managed by the learning support teacher/case manager and documented on the MAP roster.
    - **IB, SAT, PSAT** - The US Learning Support Specialist will support students and families request testing accommodations as documented in their SSPs for standardized tests.

**Modifications:** Modifications change the target skill or the standard and benchmarks being taught and assessed. Examples include simplified vocabulary and / or concepts, reading text below grade level, or completing math equations without word problems. Standards and benchmarks are changed and learning objectives are not the same for students with modifications. The intent is to provide opportunities for students to learn at their own level of understanding while being included in the regular classroom setting. When the curriculum is modified in the upper school, a Certificate of Completion may be awarded to students rather than a diploma.

**Differentiation:** A teacher reacts responsively to a learner's needs. A teacher who is differentiating understands a student's needs to express themselves, or work with a group, or have additional teaching on a

[Table of Contents](#)



# Student Support Services Handbook

particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need. Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike.

**Inclusion/Inclusive Environment:** At EAB, we believe in inclusion. This means that children with an SSP or BSP are educated with children within a general education setting to the maximum extent possible. This process involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class.

**Disability:** An identified need (social-emotional, behavioral, academic) that requires intervention, support or monitoring.

**Least Restrictive Environment (LRE)** - To the maximum extent appropriate, children with disabilities are educated with children within a general education setting.

## EAB Student Support Services Model

EAB follows a Multi-Tiered System of Support (MTSS) model, in which the level of support that students receive is based on data reviewed by the Student Support Team and the division principals.

**Tier 1** - The MTSS means that all students will receive Tier 1 support, or differentiation in the classroom to meet their specific needs. In the Lower School, this means that teachers will plan instruction using flexible groupings across classrooms to differentiate by readiness, and learning profile (eg. skills, strengths, and interests).

**Tier 2** - Based on data, if further support is needed, after classroom differentiation has proven unsuccessful, and the student is deemed to need Tier 2 support, the classroom teacher will meet with the student, parent and the Student Support Team to discuss possible strategies and models to better meet the student's needs . Though EAB follows an inclusive model for all students, a Tier 2 support model may include:

- Student-specific technology use, note-taking strategies, reading materials, evaluation methods, etc.
- Co-teaching and planning between the learning support teacher and the classroom teacher
- “Double-dose” instruction - students receive an additional time in the subject in which they struggle, with specialists working with students in the classroom
- Small-group instruction with qualified personnel
- Curriculum, instruction or assessment accommodations

[Table of Contents](#)



## EAB Student Support Services Model cont.

**Tier 3** - In cases when Tier 1 and 2 support is not sufficient, students who have been evaluated and identified will be deemed to need Tier 3 support which will include a Student Success Plan. Examples of this level of support, as determined by the Student Support team, in conjunction with the division principal, may include:

- co-teaching and planning between specialists and the classroom teacher
- small group instruction with qualified personnel (e.g.: Study Skills class)
- pull-out services
- shadow assistant
- curriculum, instruction, or assessment modifications

\* Any student receiving Tier 2 support will continue to receive Tier 1 support; any student receiving Tier 3 support will continue to receive Tier 1 and Tier 2 support.

The Student Support Team—consisting of the school counselor, learning specialist, classroom teacher and division principal, as well as the English Language Learner teacher (ELL), when relevant—meets to discuss referrals as needed.

The Student Support Team monitors student progress based on data, for students in Tier 3. The SST meets with parents to share the intervention model to be used, the goals that have been set, and how the student's progress will be determined. Progress is shared with parents by semester and reviewed formally and documented on an annual basis. Every three years, students on a Student Success Plan (SSP) are re-evaluated and next steps are determined. In addition, parents are encouraged to request a meeting with the classroom teacher or student support team at any time a need is identified.

Assessment tools reviewed by the Student Support Team may include:

- work samples & formative and summative classroom assessments
- report cards
- MAP, WIDA, etc data
- classroom observation
- teacher feedback
- behavior incidents
- parent reports
- academic assessments (e.g.: KTEA, CTOPP, BVAT, KeyMath, Woodcock -Johnson IV)





## Student Support Services Handbook

- cognitive assessments (e.g.: WISC-V, Woodcock -Johnson IV)
- social emotional assessments (e.g.: BASC-3)

### **EAB Student Support Services Model cont.**

Exit criteria is determined on an individual basis by the Student Support Team to ensure student success. The Student Support Team meets with families on an annual basis to review students goals, objectives and accommodations on the SSP, and a triennial reevaluation is conducted to determine continued eligibility and need of the Student Support Plan.

Grade level teams in lower school have collaborative time to meet to discuss student concerns and strategies to meet their needs. In middle school, teachers meet as a Learning Team two times each month to discuss student needs and to ensure consistency in approach. Learning support teachers attend these meetings whenever possible. The high school teachers meet two times each month and use this time to collaborate, including discussing student needs.

### **EAB Student Support Services Faculty**

#### **Student Support Team:**

This team meets regularly to discuss the needs of students to develop, implement, and review student goals and supports necessary to facilitate success. This group may include, but is not limited to, learning support teachers, counselors, divisional principals and teachers.

#### **Learning Support Teacher:**

The Learning Support Teacher is a certified special educator who provides academic support and services to students in the least restrictive learning environment possible. This can be supported through pre-referral consultation and case management of SSPs.

As a case manager of students with SSPs, the learning support specialist works cooperatively with classroom teachers and support staff, maintains ongoing communication with parents and teachers to provide and document classroom supports, intervention strategies, and accommodation approaches.

The learning support specialist is an integral member of the student support team. In the Lower School, the learning support teachers coordinate the SST process. They receive referrals, schedule the meetings and follow up by sharing with all teachers who teach the student.

[Table of Contents](#)



## ...EAB Student Support Services Faculty

In the Upper School, the learning support specialist teaches study skills classes to students with active Student Support Plans (SSPs) and recommended by the SST. This class is typically in lieu of PE or art electives. If a student is receiving a Brazilian Diploma and is not taking PE due to their enrollment in study skills, they are required to participate in an athletic activity in order to receive their PE credit. The purpose of this course is to provide structured assistance with schoolwork during the school day to enhance student learning. In addition, students will receive extra support to help them achieve and maintain strong grades and become self-directed learners and self-advocates.

### **Counselors:**

EAB has a comprehensive international model counseling program. We strive to meet each student's academic, career, personal/social and global developmental needs by designing and implementing preventive individual, small-group and classroom guidance lessons as needed. In addition, we provide developmentally sensitive counseling strategies for different age groups which include but are not limited to assemblies, guest speakers, student and/or parent workshops.

Counselors also manage the Behavior Support Plans (BSP) of students who have behavioral/emotional/social needs that do not also have a coexisting learning disability. As a case manager, the counselor works cooperatively with classroom teachers and support staff, maintains ongoing communication with parents, outside professionals and teachers to provide and document classroom support as well as maintaining documentation (SSP, Meeting Running Record, Master Lists).

Calendar of Roles and Responsibilities of Lower School Counselors

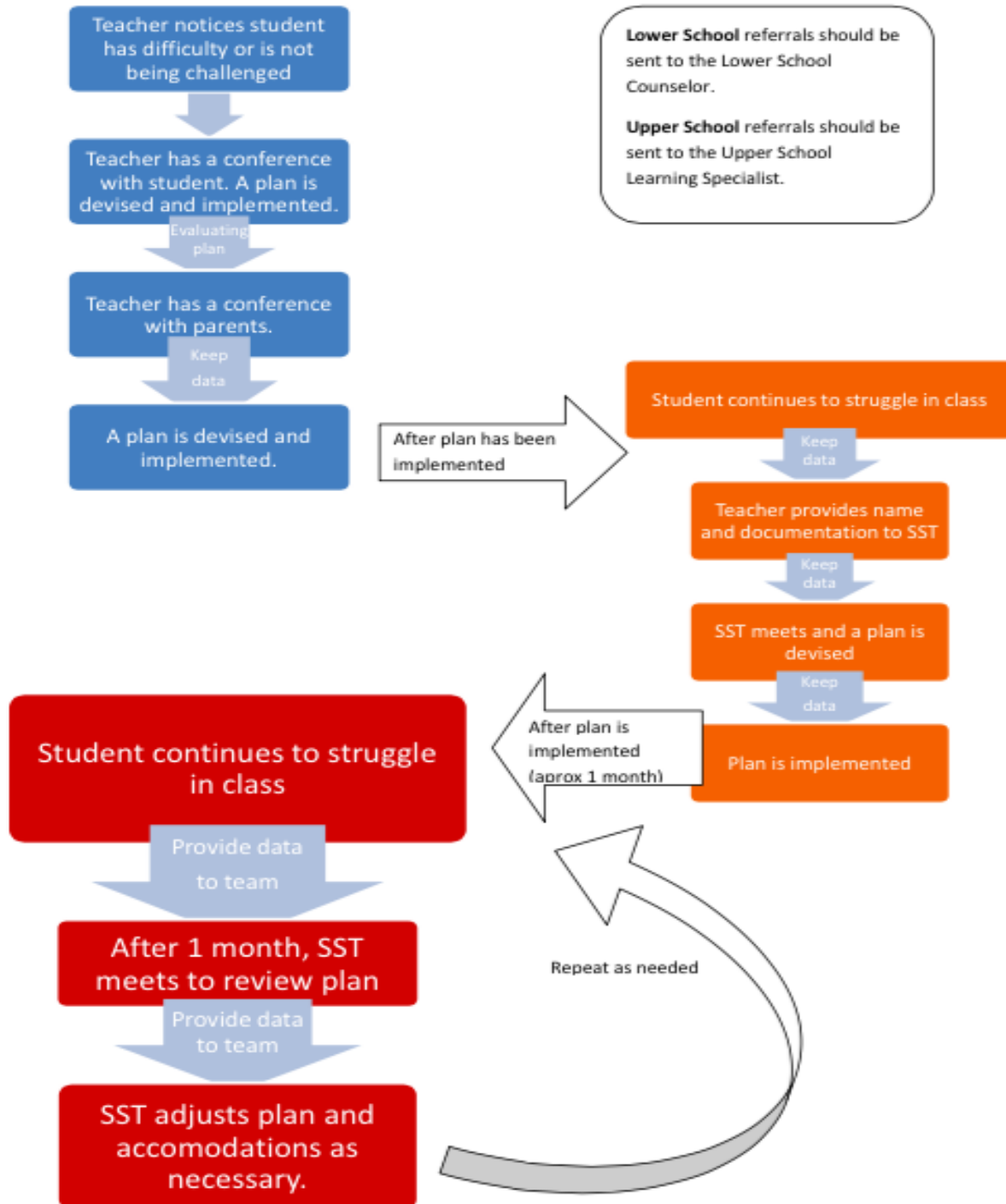
Calendar of Roles and Responsibilities of Middle School Counselor

Calendar of Roles and Responsibilities of Upper School Counselor



# EAB Student Success Referral Process

## EAB Referral Process





## EAB Student Success Plans (SSPs)

The Student Support Team creates appropriate documentation for specific student services. The team utilizes the SST process to document classroom interventions and specific support. Students meeting eligibility requirements for support services will have a documented Student Success Plan (SSP) that is reviewed on an annual basis. Student Success Plan Template:

[Blank SSP](#)

## DOCUMENTATION

The EAB SST strives to maintain confidentiality but still ensure that teachers have the information they need to be most effective. The following are the various ways that information is maintained and available to teachers.

### 1. Student Cumulative File

- a. For every student
- b. Housed in the Lower School Office or Upper School Student Support Office
  - i. checked out with secretary
  - ii. to be used in the office only
- c. Contains EAB application, passport, previous report cards, etc.
- d. Marked with a blue sticker to indicate there is a confidential folder for that student

### 2. Student Confidential File - hard copy

- a. Only for students who are in or have been referred to SST
- b. Contains any of the following:
  - i. Referral to SST
  - ii. Evaluation Reports
  - iii. SSP/Accommodation Plans, BSP
  - iv. all other documents relevant to SST
- c. Housed in the Lower School Counselors' Office or Upper School Student Support Office
- d. Used by teachers ONLY in Lower School Counseling Office or Upper School Student Support Office
- e. Upper school is a yellow folder within the cumulative folder

### 3. Student Confidential File - Online in Google Drive

- a. Student Meeting Running record (SST meetings, parent meetings, emails, etc)
- b. Referrals to SST
- c. SSP/Accommodation Plans, BSP
- d. other documents relevant to SST

*\*Note that Ed-psych evaluation reports are NOT kept online. They are only available in the hard copy confidential file.*

[Table of Contents](#)



#### 4. **Student Support Plans could be found in PowerSchool.**

From the Powerteacher home screen, click on the backpack icon for the class the student is in. On the next page, click the student's name. If they have an SSP the green SSP icon will show next to their name in the main screen area. Click the SSP icon and view the linked document.

#### 5. **SST Lists** - Two lists are kept up to date by case managers as students are added / removed from the program on at least on a monthly basis

These lists are confidential and could be accessed through the SSP team.

## FORMS & TEMPLATES

[Calendar of Learning Support Teacher Roles & Responsibilities \(LOWER SCHOOL\)](#)

[Calendar of Learning Support Teacher Roles & Responsibilities \(UPPER SCHOOL\)](#)

**Calendar of Counselor Roles & Responsibilities (LOWER SCHOOL)**

**Calendar of Counselor Roles & Responsibilities (UPPER School)**

**Behavior Support Plan (BSP) Template (LOWER & UPPER Schools)**

[Checklist \(SST Process for Individual Students\) \(LOWER School\)](#) - this document can be used to track the progress within the SST process

[Concern Trackers \(LOWER School\)](#) - this document is used to track pre-referral concerns brought up at team meetings where interventions are suggested and monitored before referrals are made to SST. One document is created for each group / grade-level of students. Tabs are added at the bottom each year and each year, the name of the document changes to match the grade-level of the group of students in order to create a single document that follows the student group.

[Refusal / Revocation of Services \(LOWER & UPPER Schools\)](#) - to be used when parents refuse or revoke support services that are offered. Hard copies must be kept in a confidential file and then master lists are updated to reflect the change in status.

[Table of Contents](#)



# Student Support Services Handbook

[Meeting Protocols Templates \(LOWER School\)](#) - There are two meeting protocol templates available to document SST meetings:

- **Initial Referral Meeting** - to be used at the first SST meeting following the referral. Data is copied from the referral into the meeting notes.
- **Evaluation Summary** - to be used at the SST meeting. Data is copied from the referral into the meeting notes.  
\*It is best practice to email the link to these meeting notes to **all** teachers of the student, including specialists, as well as paste the recommendations / plan into the email after the meeting

[Meeting Running Record Template \(LOWER & UPPER Schools\)](#)- This document is used to document all school and parent meetings for any student who has been brought up by the SST. The most recent meeting is at the top of the page. Various protocol templates can be pasted into the document.

This document is housed in the Lower School SST folder in the EAB Tree. To use, make a copy of students' online SST folder and name using the following format: "Student Meeting Running Record for Student Name".

[Permission to Assess](#):This form requires to be completed by the learning support teacher and signed by the parent as an agreement for specific evaluation tools.

[Permission to Exchange Information](#) (with outside professionals)

[Referral form for LS to include \(LOWER SCHOOL\)](#) - The referring teacher begins the referral and then submits it to the person that is coordinating the SST process (currently the learning support teachers). Then the referral is shared with the other teachers of the student for their input. This document is housed in the Lower School SST folder in the EAB Tree. To use, make a copy of the student's online SST folder and name using the following format: "Year Month SST Referral Name Grade Level" (2017 04 SST Referral John Smith G3).

[Referral Form for the upper school](#)-The referring teacher begins the referral and then submits it to the person that is coordinating the SST process (currently the learning support teachers). Then the referral is shared with the other teachers of the student for their input.

\_\_\_\_\_ Plus Portals, in online SST folder, hard copy in confidential folder

[SSP Progress Report \(LOWER & UPPER School\)](#) - Written at the end of each semester by the learning support and emailed home and / or discussed at the annual SSP meeting.

[Table of Contents](#)