



An  
**Inclusive  
Learning  
Community**

**NIS Learning Support Handbook**

# **NIS Learning Support Handbook**

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## **Inclusion at NIS means everyone is welcomed, valued, and accepted.**

### **Rationale**

Learning is a personal process that leads to the development of new skills and understandings applied creatively within and beyond the classroom. We believe students learn best when they feel a strong sense of inclusion and belonging. With this in mind, the NIS Learning Support Services Team is committed to providing personalized faculty, student, and family support to assist all students in their care. These efforts are grounded in equity, access, and an appropriate balance of challenge and support.

To achieve this, it is necessary to:

- Ensure the student is at the center of all learning-related decisions.
- Engage a Multi-Tiered System of Support (MTSS) that considers the whole child.
- Implement high-quality universal Tier 1 instruction for all students.
- Define and communicate Tier 2 and Tier 3 levels of support.
- And engage external specialists when appropriate.

### **Admission of Students with Additional Learning Needs**

When an application has been submitted, the Admissions Team thoroughly reviews each student's previous school experience and records to make an initial assessment regarding a match between the school's Mission, resources, and the student's needs, assuring a reasonable prospect for student success.

For prospective students with additional learning needs, members of Learning Support, Senior Education, and Counseling Teams are also involved. The final decision for all admissions rests with the School Director. The Human Resources Director is also consulted should a 1:1 Learning Assistant be recommended.

While NIS strives to be an inclusive community, we must ensure we have adequate support to meet the needs of all our students. We can effectively manage approximately 10-15% of possible (not actual) students with additional learning needs per grade level. We cannot accept students with emotional and/or behavioral disorders that may substantially disrupt the learning process.

### **Learning Support Assistants**

In specific situations, a student may require the support of a 1:1 Learning Assistant. The 1:1 Learning Assistant assists teachers in the delivery of instruction and behavioral supports for an identified student. The 1:1 Learning Assistant works under the direct supervision of the Learning Support and classroom teachers. The ultimate responsibility for the design, implementation, and

evaluation of instructional programs, including assessment of student progress, lies with the Classroom and Learning Support teachers. Our Learning Assistants are employed by the school, but paid for by the parents, as such the parents pay for a service, not an individual.

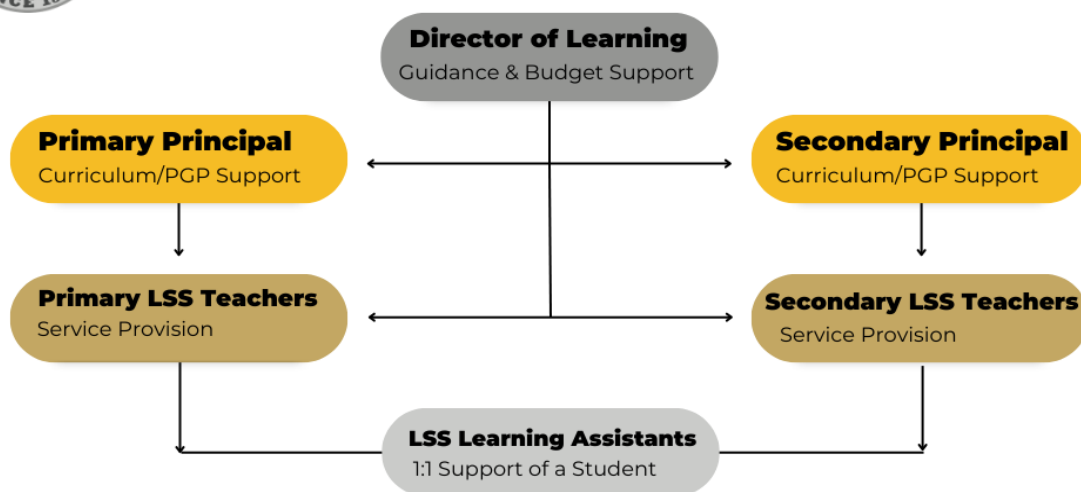
### Parental Disclosure

For us to understand each student's learning profile and to plan appropriate educational opportunities, parents must disclose essential information related to their child's learning at the time of their application. This is in addition to all required documentation from the NIS Admissions Team. We appreciate open and transparent dialogue that occurs between home and school. All information contained in admissions files is confidential and will always be shared with discretion and professionalism.

## Learning Support Services (LSS) Organization and Responsibilities



## LSS ORGANIZATIONAL STRUCTURE



**LSS Teachers** are highly qualified educators who have continued to train in inclusive education throughout their careers  
**LSS Learning Assistants** are highly trained specialists who provided 1:1 support for students with intensive needs

## Student Support Teams Roles and Responsibilities

Each section of the school has a Student Support Team (SST) including Learning Support, English Acquisition, and Counselling specialists. This team works together in collaboration with the Section Principal to ensure a comprehensive multi-tiered system of support for all students. The roles and responsibilities of the SST are outlined in the following graphic:

Nanjing International School SST Roles and Responsibilities				
STUDENT SUPPORT TEAM	HOMEROOM/ SUBJECT TEACHER	LEARNING ASSISTANT	LEARNING SUPPORT / LANGUAGE SERVICES	COUNSELLING
ROLES & RESPONSIBILITIES				
Provide effective strategies, accommodations and interventions related to student needs.	✓	✓	✓	✓
Implement Tier 1 strategies and accommodations	✓	✓	✓	✓
Implement Tier 2 and 3 strategies and accommodations		✓	✓	✓
Implement ongoing 1-1 in class support strategies		✓	✓	
Complete necessary paperwork such as prifle, progress reports and A.E.Ps			✓	
Diagnostic assessment and reports			✓	
Participate and facilitate student support team meetings and parent conferences.	✓	✓	✓	✓
Providing professional development to school faculty			✓	✓
Refer students for screening or further assessments			✓	
Refer students for learning support	✓			✓
Co-planning and co-teaching	✓	✓	✓	✓
Effective communication between all stakeholders	✓	✓	✓	✓
Ongoing progress monitoring	✓	✓	✓	✓
Ensure effective handovers at the proper times	✓		✓	✓

## Programme Services

At NIS, our goal is that all students receive challenging, grade-appropriate Tier I instruction and have equitable access to high quality, universally designed academic, behavioral, and social emotional curriculum and instruction. The tiers above represent the level of support a student may need at any point in their schooling.

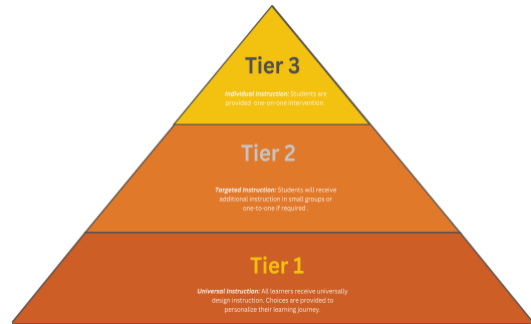
All tiers are universally designed using the principles of UDL to ensure equitable access for all students for their academic, behavioral and social emotional welfare.

At NIS, we follow a MTSS approach:

- **(Tier 1) Universal Instruction:** Instruction that meets the needs of most students.
- **(Tier 2) Targeted Instruction:** Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of at-risk students.

- **(Tier 3) Individual Instruction:** Individualized intervention(s) of increased intensity for students who show minimal response to targeted instruction.

The Learning Support Services Department provides tiered services to overcome barriers and improve access to learning and well-being for students who are identified and qualify for them. Listed below are the types of support offered:



Types of Support	Tier 1	Tier 2	Tier 3
In Class Support	✓	✓	✓
External Support (Therapies)	✓	✓	✓
Accommodations	✓	✓	✓
Strategies class and pull-out sessions with AEP		✓	✓
Ed. psychological report		✓ May or may not have	✓
Learning Assistant support			✓
Modified assessment			✓

#### Collaboration

Collaboration between colleagues at NIS is essential for the success of all students. In LSS, we provide a variety of services to ensure effective collaboration between classroom teachers and Learning Support as outlined in the [Collaboration Menu. \(Appendix 1\)](#) A large part of our collaboration is co-planning and co-teaching with colleagues. The types of co-teaching models NIS use are outlined in our [Co-teaching Models.\(Appendix 2\)](#)

Co-planning and co-teaching with subject teachers at NIS looks like:

- Implementation of proactive [UDL strategies.\(Appendix 3\)](#)
- Helping to identify barriers to learning (Tier 1).
- Analysis of data to inform planning/ optimize data-driven decision-making.
- Targeted in class and out of class support.
- Supporting the use of culturally and linguistically responsive practices.
- Support progress monitoring of students who require extra support.
- Support the use of evidenced based practices to address all learning needs.
- Joining parent meetings/conferences, as required.

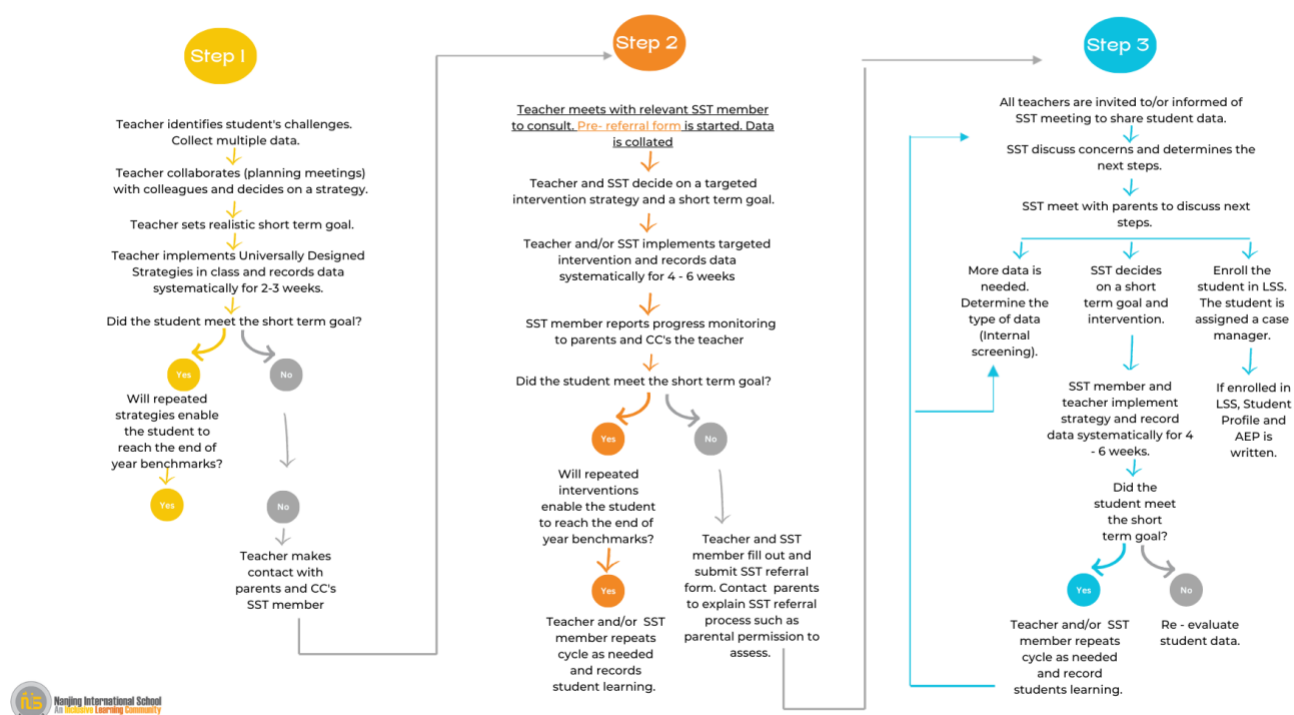
### Student Referral Process

The LSS Referral Process has three distinct steps:

1. A teacher identifies a student's challenge, sets a short-term goal, collaborates with colleagues to determine a UDL strategy, implements the strategy and records the data over 2-3 weeks. If the strategy is successful, then it is continued with the student. If the strategy is unsuccessful, then the teacher contacts the parent and informs the SST (which leads into step 2).
2. The teacher fills in a [pre-referral form](#) (Appendix 4) and consults with the relevant SST member. Data is collated and shared at an SST meeting. A targeted intervention is decided upon, implemented, and systematically recorded for 4-6 weeks. If the intervention is successful, then it is continued with the student learning being observed and recorded by the teacher or SST member. If the intervention is unsuccessful, then the teacher and SST member fill out and submit the [LSS Referral Form. \(Appendix 5\)](#) Parents are contacted to explain the SST Referral Process. This leads to step 3.

3. All teachers are invited to an SST meeting to share student data about the strategies and interventions that have been tried. SST meet to determine next steps and invite parents to a meeting. If more data is needed, parents sign the [Permission to Assess Form](#) (Appendix 9) for either internal or external testing along with the Release of Information Form. If more interventions are needed, a new intervention is implemented, and systematically recorded for 4-6 weeks. If the intervention is successful, then it is continued. If it is unsuccessful, then the student data is re-evaluated. If it is decided to enroll a student in Learning Support Services, then the student is placed on the LSS Roster. Once in LSS, a [Student Profile](#) (Appendix 7) and [AEP](#) (Appendix 8) is written and shared.

## LSS Referral Process



## LSS Internal Transition Procedures

Transitions are important moments in Learning Support. NIS ensures that key learning data, support plans, and notes are appropriately shared and considered as a student moves through the school and to new schools. Supported by leadership, teachers engage in systematic handover procedures including student placement and familiarization with key support staff in each part of the school. Key elements of each transition are listed below.



**K2 to Grade 1**

- April/May- Observations in Kindergarten classrooms
- April/May - collect WIDA data
- May - Update LSS roster & create profiles
- May - Placement of students with ELL/K2/LS and Grade 1 teachers
- Classroom visits and transition days
- Parent information sessions

**Grade 5-6**

- April - Pass of support files to the grade 6 LS teacher
- April - Meet with grade 5-6 LS/ELL teachers to place (Strategies/EAP) and cluster students
- May - Update LSS roster
- May - Grade 5/6 teachers and LS specialists participate in placement of class groups
- Classroom visits and transition days
- Parent information sessions
- First day of school for new students and all Grade 6

**Grade 10-11**

- May - Ensure grade 10/11 LS teacher is involved in course selection
- On-going - Ensure documentation for IBDP accommodations are in place
- Classroom visits and transition days
- Parent information sessions
- On-going- Regular communication with teachers and parents (where required)

**Transition to new schools**

When a student who has an AEP and has been receiving Tier 2 or Tier 3 support leaves the school, the school provides a copy of the AEP and any other supporting documents on file to the parents. The school cannot provide copies of any external psychoeducational evaluation reports as these are confidential and owned by the parents. LSS teachers can also provide references upon parental request.

**Resources**

The Learning Support Center has a multitude of resources available to support student academic, social emotional and behavioral development. Some of these resources include:

- A dedicated sensory room including use of sensory toys (fidgets, seating, etc.)
- Academic and behavioral screening assessments (BRIEF, Conners, LASS, etc.)
- Differentiated/scaffolded academic materials (reading strategies, social skills training)
- Math manipulatives
- Small classrooms that can accommodate students based on needs (flexible seating, exam accommodations, etc.)

## Accommodations and Modifications

### Accommodations



To change **how**  
a student learns

Accommodations provide support for the student to learn the **same curriculum** and meet the **same expectations** as their peers.

### Modifications



To change **what**  
a student learns

Modifications provide support for the student by making **changes to the curriculum** so they are learning at their **individual level**.

### Accommodations

Accommodations refer to equitable changes or alterations introduced to learning, teaching, and assessment to remove or reduce barriers. These do not change what the student is expected to learn or lower expectations but provide the optimal support to address a range of barriers and enable the student to work around them. Accommodations can be applied to all Tiers of Support.

Accommodations may include: (not an exhaustive list)

- Preferred seating
- Extended time for assignments and exams
- Allowed use of assistive technology
- Alternative format for demonstrating understanding of material
- Instructions broken down into sequential steps
- Use of graphic organizers/scaffolds

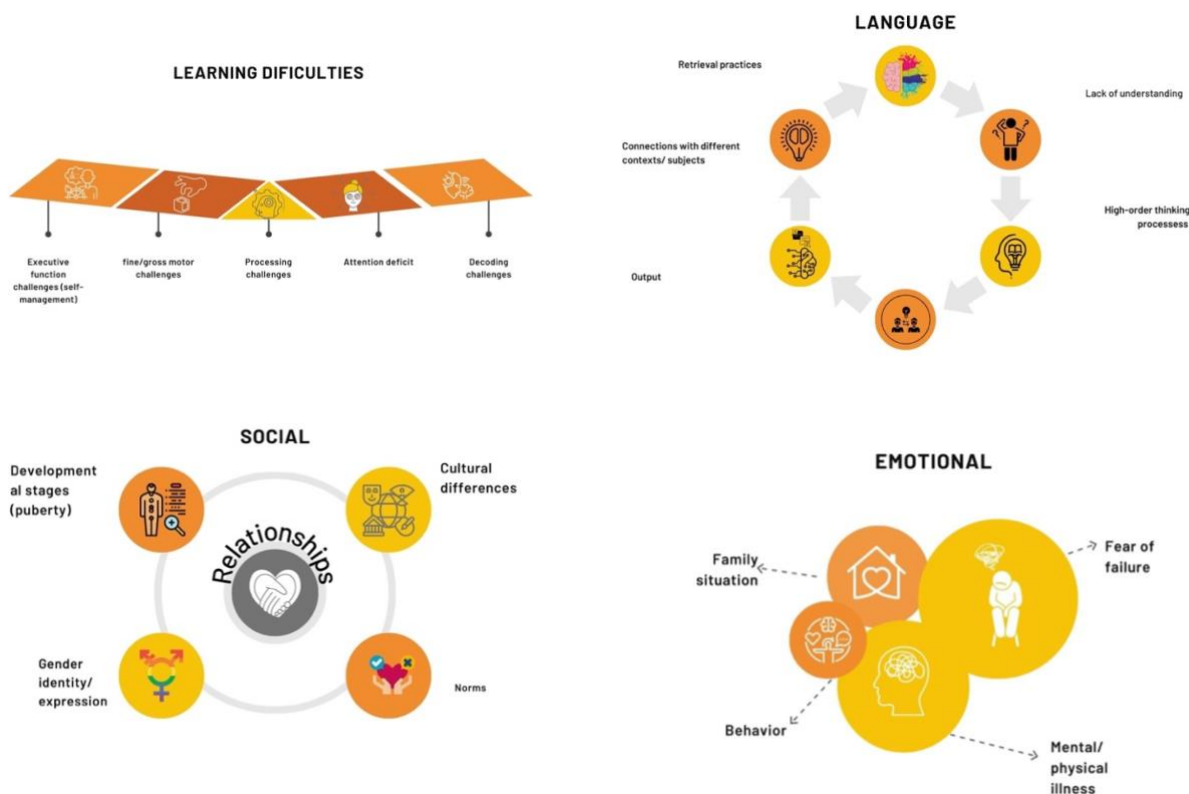
### Modifications

Modifications refers to changes to what a student learns and how they are assessed. It provides support for the student by making changes to the curriculum. Modifications to curriculum are decided as a team with parental permission and are only supported if accommodations have not been successful in removing barriers. Modifications are applied to Tier 2 or Tier 3 Levels of Support.

Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching, and assessment. Access and inclusion must be considered when a learner is facing a long-term challenge.

- Primary barriers are the key elements that impact a student's learning.
- Secondary barriers are causally related to the primary barrier.

Both primary and secondary barriers must be considered when planning the access arrangements for a student. Examples of these barriers include:



## Reports and Documentation

Reporting and documentation is an integral responsibility for the Learning Support team. Key reports/documentation include:

Primary Years Programme	Middle Years Programme	Diploma Programme
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Accommodation Education Plan</li> <li>• Collating qualitative and quantitative learning data</li> <li>• Roster</li> <li>• Reporting at SST meetings</li> <li>• Parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Accommodation Education Plan</li> <li>• Report Card comments for Strategies class</li> <li>• Collating qualitative and quantitative learning data.</li> <li>• Roster</li> <li>• Reporting at SST meetings</li> <li>• Parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Accommodation Education Plan</li> <li>• Report Card comments for Strategies class</li> <li>• Collating qualitative and quantitative learning data.</li> <li>• Roster</li> <li>• Reporting at SST meetings</li> <li>• Parent meetings</li> </ul>

## Accommodated Education Plans

An Accommodated Education Plan (AEP) is created for students who need specific accommodations to support access to the curriculum. Changes made to instruction and/or assessments are intended to help students fully access the grade level curriculum without changing the student learning outcomes. Modifications are described in the AEP and documented on the report card/transcript. The AEP is collaboratively created by LS teachers, parents, and relevant therapists to ensure a common direction and consistent approaches for the student.

All students on the LSS caseload (Tier 1, 2, or 3) will have an AEP. This document is written on a collaborative LSS template (MS Word) by October/November and reviewed and signed annually. If a student already has a current and appropriate AEP this will be used until its review date. Signed AEPs are stored on the school server (restricted access) and in the LSS confidential locked filing cabinet.

Tier 1 and 2 students with an Accommodation Education Plan (AEP) will not reference any grade modifications. Students will be assessed in accordance with NIS standards and practices and should be given the opportunity to receive grades on a report card/transcript. These students are eligible for grades and credit in the same manner as other students when they complete the same courses as other students.

Tier 3 students with AEP's that references modifications to student learning outcomes will earn a "P" on their report and transcript indicating that the student is on a modified programme for that area of learning. Students in Grade 10 who either do not meet the Grade 10 MYP requirements for the *Certificate of Achievement* or who have insufficient credits due to being on a modified programme will earn the *Certificate of Completion* at the awards ceremony. Students in Grade 12 who do not meet the requirements for the *NIS High School Diploma* will earn the *NIS High School Certificate* at the awards ceremony.

In the Diploma Programme, all documentation regarding the specific learning needs/challenges will be revised and any accommodation required will be requested to the IBO, College Board or ACT as needed. The external agency will ultimately approve or not approve any accommodations for external tests and exams. IBO published documents such as "Candidates with assessment access requirements" along with recommendations in external psycho-educational evaluation inform accommodations in a student's AEP in the Diploma Programme.

## DP Access Arrangements

All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom.
- in line with the eligibility criteria stated in this policy.
- submitted along with supporting documents as evidence.
- submitted by the deadline stated in the assessment procedures for the relevant IB programme

## Behavioural Plans

If a student is receiving Learning Support Services, the LSS case manager is responsible for coordinating the behaviour plan. Students should not be placed on an LSS tier if behaviour concerns are the primary reason for interfering with learning unless they meet the LSS entry criteria. Any behavior-based planning must include the relevant Section Principal and Student Support Team, along with the student and their parents/guardians.

## Student Learning Profile

All students who are on the LS roster will complete a learning profile (see appendix 11) that outlines their strengths, learning challenges, identified learning strategies and accommodations. This document is completed with student and LS teacher input. This document is sent to all relevant teachers. Teachers are required to follow all accommodations outlined and to use this document to support student's learning challenges by reducing (where applicable) learning barriers.

## **LSS Documentation Timeline**



## Confidentiality

Confidential information is frequently shared among a student's team of professionals. The purpose for sharing confidential and sensitive information is to better understand how a student learns. It is a professional obligation of all NIS faculty members to protect confidential information.

### Guidelines related to students receiving learning support

1. It is expected that all LSS team members will remind faculty about the confidentiality of student information.
2. Confidential conversations will take place in secure locations.
3. Confidential information will be kept in a locked cabinet or secure digital documents.
4. Psychological / Educational evaluations with a student may be shared only with those teachers currently working with a student and will be kept with other confidential documentation.

NIS will not share confidential LSS records with external organizations without the written consent of the students' parents/guardians.

## Entry- Exit Criteria

To exit the LS programme, students should be working with expected level of independence at grade level standards for a sustained period (at least half a school year) based on school wide common assessments. Please see the LS referral process for entry criteria.

Entry Requirements (based on referral process)	Exit Requirements
<ul style="list-style-type: none"><li>• Documents of concern</li><li>• Parents or students requesting support (mostly in secondary)</li><li>• Professional Diagnoses</li><li>• Grades and MAP test scores</li><li>• Documented interventions</li><li>• Observations (behaviors, patterns)</li><li>• Additional LS testing/ screening</li><li>• Consultation with teacher, head of school and learning support</li><li>• Gone through the Student Referral Process</li></ul>	<ul style="list-style-type: none"><li>• Students are working with expected level of independence at grade level standards for at least half of school year</li><li>• Additional assessment (if necessary)</li><li>• Observations</li><li>• Consultation with teacher, head of school and learning support</li><li>• Complete the <a href="#">LSS exit form</a> or change in support (Appendix 6)</li></ul>

***\*Please note for all students undertaking the full IB diploma course, and ed. psychological report or medical certificate is required.***


***\*\*The services listed are not exhaustive.***

## Appendices

## Appendix 1: Collaboration Menu

### COLLABORATION MENU

A Menu of NIS Learning Support Services



#### INGREDIENTS: IDENTIFICATION OF STUDENTS

- Notify teachers of students on Learning Support roster.
- Meet to discuss student needs as requested by subject/homeroom teacher.
- Share Student Learning Profile and/or Accommodation Education Plan (AEP).

#### LEARNING SUPPORT TEACHERS

Primary LSS Teachers


XXX XXXX  
XXX XXXXX

Secondary LSS Teachers

XXX XXXXXX  
XXX XXXXXX

### COLLABORATION MENU

A Menu of NIS Learning Support Services



#### MAIN DISHES: CO-TEACHING

See the 5 Models of Co-Teaching at NIS:

- Targeted Small Group
- Lead - Support
- Parallel Teaching
- Station Teaching
- Team Teaching

Vocabulary Focus: the Subject Teacher and LS Teacher can provide vocabulary lessons as needed

#### JUST DESERTS: CO-ASSESSING

- Editing: LS Teachers can participate in the editing and drafting process before assigning assessments.
- Monitoring peer editing during assessments.
- Classroom accommodations: Teachers must ensure accommodations and modifications as documented in a student's A.E.P. are provided in the classroom.

#### STARTERS: CO-PLANNING

- Unit Planning and Assessment:** the LS Teacher can meet with subject teachers to collaborate on lesson and unit plans, teaching strategies, and creating instructional and assessment materials using the UDL framework.
- Instructional materials:** the LS Teacher can create scaffolding and support materials, and locate appropriate and supplementary materials related to subject topics.
- Language objectives:** the LS Teacher can suggest specific language focus areas and highlight potential language challenges prior to materials being presented in the classroom.


#### SIDE DISHES: ON THE SPOT COLLABORATION

While One Teacher is ...	The Other Teacher Can Be...
Presenting a Lesson	Writing Notes on the Whiteboard
Giving Instructions Orally	Modeling Instructions or Writing Instruction on the Whiteboard
Facilitating a Silent Activity	Reading Aloud with a Small Group in Another Location
Presenting a Lesson	Assisting Students with Remaining on Task
Conferring with Students	Engaging with students in academic conversations or literate talk

Although the main focus of an in-class support teacher is to work with "designated" students, it is valuable to assist all students in the classroom, with the aim of being seen as another teacher in the room and not just a "specialist" who is there to work with specific students






Adapted from Nordmeyer 2010

## Appendix 2: Co-Teaching Models



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### Co-Teaching Models

Type of Co-Teaching Model	Description of Co-Teaching Model	When to use the Co-Teaching Model?	What does the Co-Teaching Model look like?
<b>Lead – Support Model</b>	One teacher leads and plans the class, the other teacher monitors progress and assists in the delivery of the lesson	This model is used when there is limited time to co-plan and student requires immediate feedback. One teacher provides feedback to students and monitors progress.	
<b>Targeted Small Group Model (Alternative)</b>	Both teachers instruct groups of students. One teacher reteaches a group of students and the other teacher provides an accelerated lesson for the remaining students	This model is used when a group of students requires a concept or skill to be retaught or when a student is absent. It can also be used to support enrichment activities or to support the needs of diverse groups (ELL or SEN)	
<b>Station Teaching Model</b>	Both teachers divide content and students. Each teacher then teaches their content to one group. Teachers repeat content to each group. Adding additional groups allows for students to work independently.	This model is used to decrease student teacher ratios and can be used to provide students with individualized instruction at their level.	
<b>Team Teaching Model</b>	Both teachers share instruction.	This model is used when each teacher can bring specific skills to the lesson/unit. For example, the classroom teacher provides content materials, and the support teacher provides strategies and skills.	
<b>Parallel Teaching</b>	Both teachers teach a group of students the same content and skills.	This model decreases the student to teacher ratio and is used to differentiate content to meet student needs.	

## Appendix 3: UDL Strategies




With UDL, teachers transition their role to facilitator, removing barriers to learning by giving students options and choices that empower them to take control of their own learning and reach rigorous standards. To universally design lessons, teachers must provide:

 <b>Multiple means of ENGAGEMENT</b> The “ <b>why</b> ” of learning	 <b>Multiple means of REPRESENTATION</b> The “ <b>what</b> ” of learning	 <b>Multiple means of ACTION &amp; EXPRESSION</b> The “ <b>how</b> ” of learning
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**IMPLEMENTATION TIPS**

<p><b>Allow students to make choices</b> so they remain invested and engaged</p> <ul style="list-style-type: none"> <li>Explicitly tell students <b>why a lesson is relevant</b></li> <li>Offer students tips on <b>how to stay motivated</b></li> </ul> <p>Provide a <b>variety of resources</b> to prevent frustration</p> <p>Encourage students to <b>assess their own learning</b> using checklists and rubrics</p> <p>Provide <b>varying levels of challenge</b></p> <p>Offer opportunities for <b>consistent feedback</b> like self-reflection, peer review, and teacher feedback</p>	<p>Provide <b>visual, auditory, and digital materials</b> for each lesson</p> <p><b>Provide scaffolds</b> to support students with reading materials</p> <p>Simplify <b>complicated instructions</b> and provide visuals to increase understanding</p> <p><b>Offer visuals</b> like charts, pictures, movies, audio clips, and resources students can touch and manipulate</p> <p><b>Model comprehension</b> strategies like note-taking, highlighting, monitoring, and asking questions</p> <p>Help students see how the <b>information is transferable</b> to other classes and lessons</p>	<p><b>Allow students to use technology, resources, and tools</b> to express knowledge, such as speech recognition software, dictionaries, graphic organizers, calculators, exemplars and so on</p> <p><b>Give students a choice in how they express what they know</b> or what they can do as evidence that can meet or exceed a standard</p> <p><b>Provide feedback while students work</b></p> <p>Have <b>students reflect on their own learning</b> and evaluate the choices they made to express knowledge</p> <p>Provide tips on how to stay organized</p>
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Learn more about UDL at [www.novakeducation.com](http://www.novakeducation.com)

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#### Appendix 4: Student of Concern Pre-Referral Form

You can follow the QR code or the [link](#) to access this form. The form collates the data and alerts the LSS team members by email.



#### Appendix 5: LSS Referral Form





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## NANJING INTERNATIONAL SCHOOL

### LSS Referral form

Student Name:	Date of Referral:
Referring Teacher (s):	
Attending NIS since (mm/yy):	Grade/Homeroom:
Date of Birth:	Relevant Medical Info:
English level	
Primary:	Secondary:
ELL: Y/N Reading Level:	ELL/ English A/B Phase:
Home language:	
Other language(s)	
Area of Concern:	
Relevant Data (Assessments, MAP, WIDA):	
Types of strategies used (Universally designed /Tier 1 include how successful or unsuccessful the strategies have been) I have tried: Social emotional Academic Behavioral <i>If you haven't tried any strategies, please click the <a href="#">link</a> to find resources and ideas.</i>	
Parent communication (dates, discussion, insights):	



**PART to be completed by LSS:**

**OBSERVATION PROCESS**



<b>Student Name</b>		<b>Date</b>	
<b>HR Teacher/ Advisor</b>		<b>Lesson</b>	
<b>Observer</b>			
<b>LS Notes</b>			
File Review Summary (Include information on external assessments, past reports, WIDA, MAP, etc.)			
Other possible areas to investigate: Health History:  Hearing/ Vision:			
<b>Next steps and recommendations:</b>			



# LSS Exit Form or Change in Support

To be filled in by section LSS Teacher

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

**Data:**

Data collected from MAP scores and teacher recommendations:

Classroom Observations:

**Recommendations:**

- ☐ Level of support on the Learning Support Services roster will change from Tier \_\_\_\_ to Tier \_\_\_\_
- ☐ Exit this student from Strategies class (secondary only)
- ☐ Remove this student from the Learning Support Services roster

Reason for change of status or removal from the roster:

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

LSS Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Profile

Name:		
Tier of Support:		
Primary language/Nationality:		
Relevant Medical Information:		
Parent Information:		DOB:
Case Manager:		Grade:
Receiving Services:	<input type="checkbox"/> LSS	

Strengths	
Focus Areas	
Novak UDL assessment strategies	<a href="https://www.novakeducation.com/hubfs/Authentic%20Assessments%20-%20Teacher%20handout_Novak%20Education.pdf">https://www.novakeducation.com/hubfs/Authentic%20Assessments%20-%20Teacher%20handout_Novak%20Education.pdf</a>
Suggested teacher strategies	
Accommodations	

## MATERIALS

- ☐ Provide audio reading materials
- ☐ Allow use of native language texts
- ☐ Highlight materials for emphasis
- ☐ Adjust reading level of materials
- ☐ Encourage use of a personal dictionary
- ☐ Allow use of assistive technology
- ☐ Allow use of word banks for writing
- ☐ Allow use of calculator
- ☐ Provide manipulatives
- ☐ Graph paper
- ☐ Stability ball
- ☐ Headphones
- ☐ Alphabet strip
- ☐ Magnifier
- ☐ Increase print size

## ENVIRONMENT

- ☐ Provide a quiet place to work when needed (can be in LSS room)
- ☐ Provide preferential seating
- ☐ Sit near learning buddy or teacher
- ☐ Organize small, focused group instruction/activity
- ☐ Increase opportunities for physical movement
- ☐ Alternative seating options (tactile cushion, yoga ball, etc.)

## CLASSROOM MANAGEMENT

- ☐ Ignore minor distractions
- ☐ Physical/Verbal prompting to gain student attention
- ☐ Positive reinforcement systems
- ☐ Provide consequences for incomplete work
- ☐ Prepare student for changes in routine
- ☐ Check homework is understood
- ☐ Develop short- and long-term goals

## INSTRUCTIONAL ACCOMMODATIONS

- ☐ Give short instructions
- ☐ Break instructions into sequential steps
- ☐ Provide opportunities to repeat, review and revisit instructions
- ☐ Provide instructions in written form
- ☐ Provide unit vocabulary in advance
- ☐ Pair auditory/visual information
- ☐ Frontload by prompting students in advance to participate in discussions
- ☐ Check frequently for understanding by asking students to retell
- ☐ Provide extra class time to complete activities/assessments/tasks
- ☐ Minimize copying from the board
- ☐ Provide copies of notes – either from students or teacher
- ☐ Reduce note taking while watching videos
- ☐ Give extra time for oral responses
- ☐ Use of assessment rubrics as checklists

## ASSESSMENT

- ☐ Provide alternate format/projects/assessments when appropriate
- ☐ Provide assignment sheets/study guides/reading materials in advance
- ☐ Allow negotiated extended time without penalty for assignments/projects
- ☐ Allow preview of test questions
- ☐ Allow time extensions for assessments (including standardized assessments)
- ☐ Allow assessment retakes
- ☐ Provide reader/scribe for assessments
- ☐ Allow alternative test location
- ☐ Use laptop for assessments
- ☐ Use of formula sheets for assessments
- ☐ Use of calculator for assessments
- ☐ Provide finished examples of assignments

**If assessment needs to be modified, contact LSS teachers.**

## CLASSROOM TASKS

- ☐ Adjust conceptual level of task
- ☐ Break long term projects into manageable tasks
- ☐ Provide interim hand in dates for long term projects
- ☐ Use graphic organizers/visual maps
- ☐ Limit length of assignments and tasks

## Appendix 8: NIS Accommodated Education Plan

### NIS Accommodated Education Plan

Name:		
Tier of Support:		
Primary language/Nationality:		
Relevant Medical Information:		
Parent Information:		
Case Manager:		Grade:
Receiving Services:	<input type="checkbox"/> LSS	

Type of Assessment	Year	Information
MAP Testing		
ISA Testing		
OT Assessment		N/A
Ed Psych Reports		

Strengths	
Focus Areas	
Suggested Strategies	
Accommodations	

### Current Support Provided

Academic Year	Action

### Goals

Goal Statement: 1 .		
Goal	Measurable Strategies	Reflection
Focus Area:		

Goal Statement 2:.		
Goal	Measurable Strategies	Reflection
Focus Area:		

### Signatures

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

LSS Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Nanjing International School**  
南京国际外籍人员子女学校



## Permission to Assess

**Name of student:**  
**D.O.B:**  
**Name of LSS teacher:**  
**Name of teacher:**  
**Grade:**

I, the parent of \_\_\_\_\_, hereby give my permission to NIS Learning Support Services (LSS) to conduct assessments for the purpose of obtaining additional information to help with intervention design for my child.

In giving my permission I understand that any or all of the following may occur:

- Review of relevant records.
- Interviews and observation of the student.
- Interview of the teachers and/or caregiver.
- Assessment: such as curriculum-based screening, and other appropriate measures to determine course of action.
- Testing: Standardized testing in areas of concern.

Test/assessment to be administered by NIS staff include:

RAPID  
LASS  
CONNORS  
BRIEF  
WOODCOCK- JOHNSON

I further understand and agree that the information collected by the school will be reviewed by LSS, my child's teacher(s), and other relevant NIS staff to develop interventions and/or an individualized plan.

The records of this assessment will be stored in my child's confidential Learning Support Services file, not in my child's school file.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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Nanjing International School  
南京国际外籍人员子女学校



## Consent Form for Release of Student Information

### Consent for Release of Information:

I, the undersigned, hereby give consent for both Nanjing International School and any relevant external medical providers to share and receive relevant medical information about my child. I understand that external medical service providers may need to access my child's academic and health records, and that the school can receive medical information from relevant external medical providers to ensure that my child receives the best possible care.

I also understand that the information shared will be used solely for the purpose of providing medical care and support to my child, and will be kept confidential in accordance with applicable school procedures, laws, and regulations.

I acknowledge that I have read and understood the information in this form, and that I authorize the release of information as described above.

Student name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

School representative: \_\_\_\_\_

Date: \_\_\_\_\_



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## Glossary

**Accommodations:** Specific and individualized instructional, environmental and assessment teaching strategies required for a student to meet curriculum expectations for a grade/course. Examples of accommodations include extra time for tests/assignments, scribing of answers, use of assistive technology, preferential seating, chunking of information, frequent breaks and human resources.

**ADD/ADHD:** Attention deficit disorder and attention deficit hyperactivity disorder are medical conditions characterized by a child's inability to focus, while possessing impulsivity, fidgeting and inattention.

**Assessment/Evaluation** – Assessment encompasses all those functions in the testing and diagnostic process. It may include observation, interviews, and testing methods to identify if a child has a disability, the severity of that condition, and the child's educational needs based on his or her learning profile.

**AEP:** The AEP is a written educational plan for each special education student that includes instructional goals and objectives based upon the educational needs specified and developed by the AEP team.

**Assistive Technology** – The term “assistive technology device” means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term “assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

**Autism Spectrum Disorder (ASD)** – A developmental disorder characterized by abnormal or impaired development in social interaction and communication; restricted repertoire of activities and interests; and/or repetitive patterns of behavior.

**Barrier:** Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching, and assessment.

**Chunking:** An instructional and assessment accommodation where teachers provide new information and/or instructions in small pieces (chunks) to ensure student success.

**Collaboration:** when members of an inclusive learning community work together as equals to assist students to succeed in the classroom.

**Co-teaching** is a collaborative approach to instruction in which two teachers work together to plan and then implement instruction for a class that includes students with disabilities.

**Co planning:** Co-planning is where two teachers who are going to teach together use one of the models of co-teaching to decide how they will implement instruction to meet the needs of all students.

**Confidentiality** – Assurance that no information contained in school records be released without parental permission, except as provided by law.

**Curriculum-based Measurement** – Evaluation techniques for monitoring student progress in core academic areas such as reading, writing and math.

**Differentiated Instruction (DI):** A method of instruction that is aimed at maximizing each student's development. The method looks at the individual needs and the level of development and then offers a learning experience that works with the student's specific needs.

**Disability:** Physical or mental impairment that substantially limits one or more major life activities.

**Discrimination:** Actions and/or behaviors that favor certain individuals or groups over another based on race, gender, sexual orientation, social class, physical ability, religion, age, and other categories which often begin with negative stereotypes.

**Differentiation:** Differentiation refers to the responses that teachers make to learners' needs. Effective differentiation functions on the premise that every student can do remarkable things with the appropriate guidance and support.

**Educational Psychologist:** A person trained to give psychological tests, interpret results, and suggest appropriate educational approaches to learning or behavioral problems.

**Exclusion:** Leaving someone out based on their differences, which can be related to age, race, gender, sexual orientation, disability, or any other social group.

**Executive Functioning:** An area of student need, involving challenges in prioritizing, organizing and completing tasks, especially when dealing with timelines, unexpected events, problems, and/or new challenges.

**Evaluation** – Procedures used by qualified personnel to determine whether a child has a disability and the nature and extent of the special education and/or related services that the child needs.

**Functional Behavioral Assessment (FBA):** A problem solving process for addressing inappropriate behavior.

**Inclusive Education:** Including all students in the regular class so that each student attains to their fullest. Inclusive education's foundation is based on the human right to quality education and social acceptance.

**Inclusion:** Inclusion is a philosophy and/or practice focused on educating each child with a disability to the maximum extent appropriate, in the school and/or classroom he or she would otherwise attend if he or she did not have a disability. It involves bringing the support services to the child (rather than moving the child to the services).

**Intervention:** used to describe a focused teaching session, which is a deviation away from existing teaching practice. Interventions in schools can be one-to-one or delivered as a group.

**JEDI:**

- Justice- Every community member is treated with dignity
- Equity- Everyone gets what they need to thrive as a whole individual
- Diversity- Every community member is seen and heard
- Inclusion- Everyone feels welcome, valued, and accepted.

**LSS:** Learning Support Services

**Modifications:** Adjustments made to the age-appropriate curriculum to better fit a student's specific educational needs. The changes may sometimes include a different grade level, higher or lower

**MTSS:** Multi-Tiered Support Services

**Neurodiversity:** The idea that there is diversity in how individuals' brains are wired and work and that these neurological differences should be valued in the same way we value any other human variation. Term use includes people with Autism, Dyslexia, ADHD, Dyscalculia, Tourette Syndrome, and other neurological differences.

**Pre-Referral Form:** This form is used by teachers to begin the referral process. It asks what the concerns are as well as the interventions that have been put in place.

**Qualitative data:** is descriptive in nature, expressed in terms of language rather than numerical values. Quantitative research is based on numeric data.

**Quantitative data:** refers to any information that can be quantified, counted or measured, and given a numerical value.

**Referral Form:** After a teacher has filled in a pre-referral form and the Tier 1 interventions have not met the needs of the student, then a formal referral to the Learning Support Services Team is made.

**Sensory Room:** This is a therapeutic room with specialized equipment used to improve cognitive and physical skills.

**Screening Assessments:** a process of collecting information. Screening is an assessment process that helps teachers identify students who are at risk for not meeting grade-level learning goals.

**SOC:** Student of Concern

**Speech to text (STT) software** is a type of assistive technology program that converts words that are spoken aloud to electronic written text to support increased demonstration of learning and independence. SST can also be referred to as dictation or Speech Recognition Programs.

**Student profile:** Documentation that provides classroom teachers with information on students' strengths and learning challenges.

**Strategy Class:** A pull out class that occurs 4 times in an 8-day cycle. The LS teacher will provide strategies to the learning support student

**Strategies:** Actions performed by students on their own or under the guidance of a teacher and aimed at the transfer or acquisition of knowledge, as well as the formation of relevant skills.

**SST:** Student Support Team

**Text to speech (TTS) software** is a type of assistive technology program that reads electronic written text aloud to support increased learning and independence.

**Transition:** Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from the different areas of school. The coordinated set of activities is based upon the individual student's needs, preference, and interests.

**Universal Design for Learning (UDL):** UDL focuses on planning instruction in such a way to meet the varied needs of students at the point of first best instruction, thereby reducing the amount of follow-up and alternative instruction necessary. A term borrowed from architecture and applied to education that involves offering a variety of accommodations to all students in order to maximize on the various styles of learning, including those with special needs.



An  
**Inclusive  
Learning  
Community**



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