

American School of Brasilia

Access and Inclusion Policy



Mission

Learners inspiring learners to be inquisitive in life, principled in character, and bold a vision.

Vision

To positively impact the world through excellence in academics, activities, arts, leadership, and service.

Learning Principles

Learning Engagement

We are learners inspiring learners by being active participants who are engaged in our education.

Learning Extension

We are inquisitive in life by viewing mistakes as opportunities for curiosity and reflection to stretch our thinking.

Learning Environment

We are principled in character by nurturing safe, mutually respectful learning environments where every student can thrive.

Learning Evolution

We are bold in vision by tackling challenges and embracing feedback to enhance our learning.

Diversity, Equity, and Inclusion Statement

EAB is committed to building a diverse and inclusive community that embraces difference with compassion, respect, and acceptance. Diversity is considered in its broadest definition to include race, ethnicity, nationality, gender, gender identity, sexual orientation, socio-economic background, religion, political persuasion, physical, cognitive or social ability, as well as other forms of identity. In recognition of its fundamentally international and Brazilian character, EAB seeks to attract an ever greater diversity of students, faculty, and administrators. EAB recognizes that our community is particularly strengthened by the inclusion of students with diverse backgrounds, interests, and abilities and strives to meet the unique needs of all of its students.

Definitions

Learning Support Specialist

The Learning Support Specialist 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.

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To be revised in January 2027

Student Support Plan (SSP)

Documentation created by the Student Support Team (SST) that outlines the services that a particular student requires. The team utilizes the SST process to document classroom interventions and specific support. The SSP is reviewed on an annual basis.

Student Support Team (SST)

The SST consists of the division principal, school counselor, classroom teacher(s) (Lower School), learning support specialist(s), IB Coordinator (High School), and English Language Learner (ELL) teacher/specialist, who meet to discuss referrals and concerns. The SST monitors student progress based on data, especially for students in Tier 3. One or more members of the SST meets with parents to share the intervention models to be used, goals that have been set, and the ways in which 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.

Learning Support

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 principal.

Tier 1: All students will receive Tier 1 support differentiation in the classroom to meet their specific needs.

Tier 2: Based on data, if further support is needed after classroom differentiation has proven unsuccessful, 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, Tier 2 support 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

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 includes a Student Success Plan. Examples of this level of support, as determined by the Student Support team 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

Exit from Student Support is determined on an individual basis by the SST to ensure student success.

Enrichment Support

Learning Support professionals offer enrichment support for students who require it.

Language Support

Language support in English and Portuguese are determined and provided based on a student's WIDA scores, placement tests (high school), and performance in class. Language support includes push-in and pull-out support by English and Portuguese Language Support Specialists.

If a student does not make expected progress in ELL, English proficiency might be masking other learning difficulties. The student will be referred to Learning Support for assessment. If the student is determined to have a learning difficulty, they will then receive both ELL and learning support.

Social Emotional Support

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/subject teachers and support staff, maintains ongoing communication with parents, outside professionals and teachers to provide and document classroom support, maintains documentation (SSP, Meeting Running Record, Master Lists). In High School, the counselors also support students in their selection of and application to universities around the world.

Identification of Support Needs

At Admission:

Families of applicants are expected to disclose learning and emotional support needs when they apply to the school. The relevant counselor and/or learning support specialist will follow up with the parents and/or student prior to their start at EAB. English language support is determined based on a student's previous language study, MAP testing, and WIDA testing.

After Admission:

Teachers refer students to the counselors and/or learning support specialists if they notice the potential need for support. The relevant professional(s) meet with the student and begin the process of determining the student's needs and, when required, developing a SSP or BSP.

Accommodations in the IB

Students in Grades 11 and 12 may be eligible for accommodations on their IB exams based on learning support or social-emotional needs. Accommodations may include extra time on examinations, examination in a separate location, breaks during exams, and the use of a word processor, reader, scribe, or calculator.

Students will be granted accommodations based on test scores on assessments completed by the Learning Support Specialist or a qualified educational psychologist or by reports from a psychologist or psychiatrist. The IB Coordinator can authorize certain accommodations based on students' usual way of working. Accommodations must be applied to all in-class summatives, as well as to IB examinations. EAB provides personnel to ensure these assessment accommodations can be catered for.

For more information, please refer to the following documents:

EAB Admissions Policy

EAB Assessment Policy

EAB Language Policy

EAB Learning Support Services Handbook