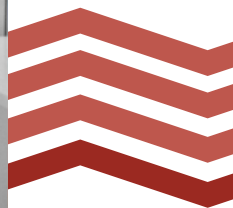




2026-2027
SCHOOL YEAR



STUDENT SUPPORT SERVICES HANDBOOK

Table of Contents

(CLICK TO GO TO PAGE)

4	FOREWORD
4	LEARNING SUPPORT MISSION STATEMENT
4	LEARNING SUPPORT PROGRAM VISION
5	ADMISSIONS FOR STUDENTS REQUIRING ADDITIONAL SUPPORT
6	LEARNING SUPPORT DEFINITIONS
9	STUDENT SUCCESS PLANS (SSP)
9	ACCOMMODATION PLAN (ACP)
9	BEHAVIOR SUPPORT PLAN (BSP)
10	COMMUNICATION
13	LEARNING SUPPORT MODEL
18	STUDENT SUPPORT SERVICES FACULTY

2025-26 LEARNING SUPPORT TEAM

Brody Fulton: US Learning Support Specialist

Gabriella Brito: US Learning Specialist

Geovanna Mendes: US Learning Specialist

Janine Lopes: Grades K5 and 1st Learning support and ELL

Heather Nord: Grade K5 and 2nd - Learning Support and ELL

Juliana Gomes: Grade 3 Learning support and ELL

Beth Lopez: Grade 4 and 5 Learning Support and ELL

Nathalia Meneses: Grade 5 Learning Support



FOREWORD

The American School of Brasilia aims to provide a space that embraces all students to build a diverse community that embraces a range of backgrounds, abilities, gifts, and talents. All students should have the opportunity to grow and develop in an inclusive environment that allows students to reach their fullest potential. EAB recognizes that the community is strengthened by the inclusion of students from diverse backgrounds and it seeks to meet the unique needs of all its students.

LEARNING SUPPORT MISSION STATEMENT

Championing inclusion and accessibility to create a learning environment that is accessible for all.

LEARNING SUPPORT PROGRAM VISION

Through the use of holistic, student-centered support program which meets the needs of all students.

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 require 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.

**Students with more severe learning needs may still be accepted; these are judged on a case-by-case basis and are reviewed by the learning specialists, counselors, and divisional principal to determine eligibility. In some cases the Admissions Review Team along with Learning Support Specialists, will meet to review records/data and make recommendations together.*



LEARNING SUPPORT 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, separate test location 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.

To be eligible for accommodations for external standardized tests, such as the SAT and IB exams, it is a requirement that students have regularly used the accommodations outlined in their plan. Therefore, students who are planning to sit any external exams must also use their accommodations for in-class summative assessments. Failure to do so may result in accommodations being forfeited for external exams.

- **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, modeling visual aids, graphic organizers, timers, and/or repeated instructions.
- **Assessment Accommodations**
 - **In-School Testing Accommodations** - These are documented on the SSP and may include extra time, use of a calculator, reader, adjusted scheduling, separate location, alternate method of response, 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 in requesting test accommodations for standardized tests in alignment with their learning needs.

MODIFICATIONS

Modifications change the target skill or the standard and benchmarks being taught and assessed. 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 as much as possible. Examples include, but are not limited to, using simplified vocabulary and/or concepts, reading below grade level texts, or completing math equations without word problems. When the curriculum is modified in the upper school, a **Certificate of Completion** may be awarded to students rather than a diploma.

EAB utilizes a holistic approach to identification. It does not rely solely on a single metric or test to determine eligibility. Throughout the school year, EAB uses universal screeners, ongoing academic testing, and regular Student Services and teacher meetings to identify students with special educational needs. Collaboration with parents and/or outside professionals may also occur to ensure the student's needs are met. The school uses research-based interventions to exclude alternative options for students to reach grade-level standards before implementing modification.

- **Assessment:** Eligibility for a modified curriculum is based on thorough evaluations conducted by qualified professionals, including doctors, educational psychologists, special educators, and therapists.
- **Documentation:** A formal SSP for eligibility for curriculum modification is required, detailing specific learning goals and objectives.

- Review Committee: EAB's Student Support Team, including administrators, teachers, counselors, specialists, and parents, will evaluate student needs and approve modifications.

At EAB, the document called Student Success Plan (SSP) is synonymous to the one that Brazilian authorities call PEI - Plano Educacional Individualizado (Individualized Educational Plan), as per article 12 of the Resolution 3\2023 from the Federal District Council of Education.

DIFFERENTIATION

A teacher reacts responsively to a learner's needs. A teacher who is differentiating understands a student's need to express themselves, work with a group, have additional teaching on a particular skill, 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 attending to the learning needs of a particular student or small group of students.

INCLUSION/INCLUSIVE ENVIRONMENT

At EAB, we believe in inclusion. Inclusion refers to the systematic reform of content, teaching methods, and strategies to overcome barriers that affect a student's potential to access grade-level content, ensuring they are taught alongside their peers within a similar age range providing an equitable experience for all learners based on their needs (adapted from the UNCRPD, General Comment 4, 11, 2016)

SPECIAL EDUCATIONAL NEED

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

STUDENT SUCCESS PLANS (SSPS)

Students meeting eligibility requirements for support services will have a documented **Student Success Plan (SSP)** that is reviewed on an annual basis. The Student Support Team (SST) gathers relevant information, including classroom performance, teacher feedback, and documented intervention and support, to determine eligibility.

ACCOMMODATION PLAN (ACP)

In certain cases, a student may be eligible for an **Accommodation Plan (AcP)**. It allows for only minimal accommodations in school, related to stressful situations, such as exams, usually a maximum of 25% extra time and a separate examination room. An Accommodation plan does not require specific interventions and can be initiated when the student presents psychological evaluation regarding social/emotional difficulties.

BEHAVIOR SUPPORT PLAN (BSP)

A **Behavior Support Plan (BSP)** is a plan that assists a student in developing positive behaviors to replace and/or reduce a challenging/unsafe behavior. This plan may include SMART goals, strategies, improved communication, increasing relationships, and collaboration with outside professionals. The case manager for the behavior plan is the school counselor.

The referral process for a new plan requires a minimum of four weeks to ensure sufficient time is available to evaluate reports, meet with parents and teachers, and write an appropriate plan based on the students specific learning needs. As such, no new referrals will be accepted within the last four weeks of the school year (four weeks before final exams in the high school). This is to ensure that students' needs are met through informed, data-driven decision making. Referrals submitted after this timeframe will be addressed at the beginning of the following school year.

COMMUNICATION

TEACHER COMMUNICATION:

Collaboration between the Learning Support department and teachers is vital to the success of students receiving Learning Support services.

As such, all teachers will be briefed at the beginning of the school year regarding students in their care and their SSPs. The Learning Support Specialist and, in the Lower School, the Lower School counselor, will meet with individual teachers to discuss the student's plan (SSP, BSP, and/ or AcP) which details accommodations, best practice learning strategies tailored to the student's individual needs, the child's educational history, and any relevant diagnoses.

Further, such communication will be repeated when a new student enters the learning support program or each new term when classes change in the Upper School.

PRIVACY IN COMMUNICATION

In line with the General Personal Data Protection Law (LGPD), all students' right to privacy will be respected to the utmost extent. Therefore, all communication with teachers regarding the students in their care receiving learning support and services will remain confidential. Information about students' needs will only be shared with teachers of the student receiving additional support.

- **Medication:** Medication may affect a student's academic ability to retain information. Therefore, only the teachers who provide direct instruction to students will be informed of medication a student is prescribed. Parents may request this information to be excluded from the SSP, BSP or AcP prior to dissemination of the plan.

PARENT PARTNERSHIP AND COMMUNICATION

The partnership with parents is vital for our learning support program and is underpinned by strong communication. We understand that parents of students in learning support rely on clear and consistent information and data regarding the progress of their children.

Communication will begin in the week prior to the commencement of classes. The parents of students receiving learning support will receive the following:

- An email from the learning support teacher introducing themselves. In addition, new families and families of students whose plan has changed will be invited to a meeting at the beginning of school to review the student's current plan (SSP, BSP, and/ or AcP), discuss the goals for the school year, and outline the SSP process and meeting schedule.

Throughout the year: It is important that the parents of our learning support students feel consistently informed and aware of how their child is progressing and the supports that are in place during the school day. As such, parents will also receive consistent and updated data regarding the progress of their child. This will be completed on a quarterly basis. Communication will occur according to student needs.

In the Lower School, the communication from the Learning Support Specialist will be as follows:

Beginning of School Year	New Families • Welcome email from the Learning Support Specialist introducing themselves • Meeting with homeroom teacher & Learning Support Specialist within first 2 weeks of school Returning Families • Welcome email from the Learning Support Specialist introducing themselves and referencing their child's most recent SSP, from the previous school year, with a reminder of the renewal date and outlining the SSP process
October	Parent -Teacher Conferences with Learning Support Specialist and Homeroom Teacher
December	SSP Report Card accompanies the General Semester 1 Report Card
April	Student Led Conferences - Learning Support Specialist is visible however no formal meeting / or report
June	SSP Report Card accompanies the End of Year Report Card
Date personal to each student	Parents and Homeroom teacher will meet with parents on the anniversary date of the Student Success Plan

LEARNING SUPPORT 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 (SST) and the division principals. The SST—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 SST uses a range of data to determine eligibility for Tier 2 or Tier 3 support.

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

TIER 1 CORE CLASSROOM INSTRUCTION

(All students receive; few students progress to higher tiers*)

*Students in Tiers 2 & 3 continue to receive Tier 1 support

Tier 1: Tier 1 is the core classroom instruction that all students receive with differentiation at this level designed to accommodate all students. Approximately 80-85% of students will meet learning targets through this tier.

Classroom Strategies:

- Following initial concerns, the classroom teacher tries a number of strategies including differentiation and/or scaffolding. In the lower school, teachers may use flexible grouping to differentiate based on readiness.
- Teachers document the strategies they use. In Lower School, teachers will confer to determine if a pattern exists in multiple areas. In the Upper School, teachers can report concerns to the SST. The Upper School Learning Specialist will confer with other classroom teachers to determine if a pattern exists across disciplines
- Differentiation strategies will be put in place for a period of 6 weeks to gather data. At the end of the data gathering, if student has not responded to intervention, student is referred for Tier-2-support evaluation process

Learning Support at Tier 1:

- Learning support will provide observation of student within the classroom
- Meeting with teacher(s) to discuss possible interventions and strategies
- Review of student data

TIER 2 STUDENT SUCCESS PLAN

(Only a few students require; fewer students progress to higher tiers*)

*Students in Tier 3 continue to receive Tier 1 and 2 support

Tier 2: Tier 2 is a more targeted intervention based on specific students' needs. At this level of support, students are provided support within the general education classroom. Following a meeting to determine eligibility, students who do not respond to Tier 1 may receive Tier 2 support. Support at this level may include co-teaching, pre-teaching, and classroom and assessment accommodations. Approximately 15% of students will require Tier 2 support.

Tier 2 Timeline of Intervention:

- Data is reviewed to determine eligibility (MAP data, classroom reports and grades, specific testing, and any other form of data will be used)
- If required, the student may undergo cognitive testing, either completed by the Learning Specialist or by an outside professional. Parents consent is needed for such testing and they have the right to refuse
- A meeting with the Learning Specialist, Parents, Classroom Teachers, Counselor (when necessary) will take place to discuss possible supports and/or interventions, as well as personalized learning goals
- Once approved by parents and the Learning Support team, a plan will be put in place for students
- Every quarter, the Learning Specialist will review data to determine if goals have been met and which, if any, amendments need to be made
- The Learning Specialist will meet with parents of students with Tier 2 support at the beginning of each school year, as well as for a yearly meeting to redetermine suitability for Tier 2 support

Learning Support at Tier 2:

- Students receiving Tier 2 support may be given an Individualized Education Plan (IEP), referred to as EAB as a Student Success Plan (SSP).
- An SSP will have specific learning goals and an outline of supports offered, and accommodations
- Personalized support at this level may include: push-in services, co-teaching, pre- or re-teaching, and/or small-group instruction

TIER 2 STUDENT SUCCESS PLAN

(Only a few students require; fewer students progress to higher tiers*)

*Students in Tier 3 continue to receive Tier 1 and 2 support

- Small-group, pull-out services with qualified personnel may be utilized at this level of support—however, Tier 2 support generally occurs within the general education classroom
- Classroom and assessment accommodations at this level may include: use of student-specific technologies, separate location for testing, alternative assessment, modeling and/or extra time
- The Learning Specialist will be in contact with parents to review growth and strategies

TIER 3 - SPECIALIZED CURRICULUM

(Only a few students require; fewer students progress to higher tiers*)

*Students in Tier 3 continue to receive Tier 1 and 2 support

Tier 3: Tier 3 support is individualized to each student's needs. At this level of support, students will still receive in-class support but will also be taught in a pull-out setting by qualified specialists. Depending on the needs of the student, modification and/or one-to-one support may be present at this level of support. Tier 3 support is needs based and may be implemented for one or multiple areas. To be eligible for Tier 3 support, students must be 2 or more years behind in a subject. Approximately 1 - 5% of students require this level of support.

Tier 3 Timeline of Intervention:

- Learning Specialist will meet with parents and teachers to discuss progress of student and areas of concern
- If student has undergone outside evaluation, the professional who conducted evaluation will be invited
- If eligible for new SSP or for modifications to current SSP parents, teachers, and others will be notified
- The new or updated SSP will be uploaded into PowerSchool, while a physical copy will be provided to the parents
- Continued monitoring and progress reports are undertaken and SSP is reviewed on a yearly basis

TIER 3 - SPECIALIZED CURRICULUM

(Only a few students require; fewer students progress to higher tiers*)

*Students in Tier 3 continue to receive Tier 1 and 2 support

Tier 3 Interventions may include

- Personalized support at this level may include: push-in services, co-teaching, pre- or re-teaching, and/or small-group instruction
- Small-group, pull-out services with qualified personnel will likely be utilized at this level of support; however, Tier 3 support generally occurs within the general education classroom
- Classroom and assessment accommodation at this level may include: use of student-specific technologies, separate location for testing, alternative assessment, modeling and/or extra time
- In rare circumstances, students may qualify for a modified curriculum at Tier 3
- In specialized cases, one-to-one support may be utilized for students with special educational needs
- The Learning Specialist will be in contact with parents to review growth and strategies

- *The Student Support Team monitors student progress based on data, for students in Tiers 2 and 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 on a quarterly basis and reviewed formally and documented on an annual basis. **Every three years, students on a Student Success Plan (SSP) must be 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.*
- *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.*

STUDENT SUPPORT SERVICES FACULTY

STUDENT SUPPORT TEAM:

The purpose of this team is to use a collaborative approach to evaluate data brought forth by the concerned teacher. This Student Support Team meets regularly to discuss the needs of students to develop, implement, and review student goals and supports necessary to facilitate success. The team will make decisions regarding the support recommended for the child.

LEARNING SUPPORT SPECIALIST:

The Learning Support Specialist 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 Specialists coordinate the SST process. They receive referrals, schedule the meetings and follow up by sharing with all teachers who teach the student.

In the Upper School, the SSP teaches Study Skills classes to students with active Student Support Plans (SSPs) and who are recommended by the SST. This class is typically in lieu of an elective. The purpose of this course is to provide structured assistance with schoolwork during the school day to enhance student learning.

The Portuguese Learning Support Specialist works with students from K-12. They provide in-class support as well as providing a space in the Study Skills class to provide targeted support in the area of Portuguese. The Portuguese Learning Support Specialist is also responsible, in conjunction with the Lower School Counselors, for completing internal cognitive evaluations for Brazilian students.





American School of Brasilia

