



Student Support and Success Program Guide

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1. Guiding Statements: EAC Vision, Mission and Core Values

EAC Vision and Mission



Vision

To be a community of globally minded and life-long learners reaching our fullest potential in a caring, dynamic environment through personalized education which prepares us to contribute to an ever-changing world.

Mission

At EAC, we are a learning community that fosters globally minded, innovative thinkers and learners who are thoughtful and reflective individuals. We accomplish our mission by nurturing our passions and taking accountable risks while continually striving for success. We are Giants!

| | |
|----------|---|
| G | GLOBALLY MINDED |
| I | INNOVATIVE THINKERS AND LEARNERS |
| A | ACCOUNTABLE RISK-TAKERS |
| N | NURTURES PASSIONS |
| T | THOUGHTFUL AND REFLECTIVE |
| S | STRIVES FOR SUCCESS |

EAC Core Values



Statement of Inclusion & Diversity



EAC embodies inclusion and diversity. As a community, we embrace the truth that diversity enriches us as individuals and as a community. Diversity includes recognizing individual differences in relation to cultural backgrounds, age, abilities, religious beliefs, gender and gender expression, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies. The multiplicity of backgrounds and perspectives within our community reflect the entire world. Thus, we work to ensure that all members of our community enjoy mutual respect, are valued for who they are, and share a sense of belonging.

2. EAC Student Support and Success Overview

2.1 Introduction

The Escola Americana de Campinas (EAC) serves all children in order to participate and experience success in educational programs on offer. EAC Student Support and Success Programs consist of the following:

- A comprehensive school guidance program that includes counseling, personal and social education, and career/university advising.
- A Learning Support Program that includes services to support students with learning differences.
- An English Language Learning Program that includes instruction and support to help students develop their basic interpersonal communication skills and academic English language skills (reading, writing, speaking, listening).
- School nurses that provides health services including the assessment and monitoring of student health.

EAC supports the implementation of an inclusion model; consequently, services are aligned as much as possible within the student's general classroom environment.



2.2 Inclusion

The Escola Americana de Campinas embodies inclusion. We recognize that all learners benefit from a safe and supportive environment and understanding and supporting each child's academic, social and personal growth is imperative to their success. EAC is committed to accept, support, include, and celebrate diversity in our community.

2.3 A Definition of Success

Student success at EAC encompasses not only academic excellence, but also personal, social and emotional growth. A culture of collaboration and mutual respect between students, parents and educators is essential to ensure that each student is able to experience growth in all areas of their development. EAC provides students with a wide range of program and opportunities to demonstrate success (e.g. CARES, Advisory, Homework Clubs, Math Counts, Science Fair, MUN, etc.)

2.4 Our Beliefs

The work to support students at EAC is based upon the following principles:

Students

- We are committed to knowing our students as individuals.
- Student health and wellness (physical and emotional) is fundamental to learning.
- We develop students' understanding of their own learning profile, and promote their ability to self-advocate.
- Students learn best in a safe and non-threatening classroom and campus environment.
- Labels are for jars and not kids.

Teaching / Learning

- We work as a team in order to meet the needs of our students.
- We collaborate with external specialists and agencies.
- We differentiate instruction in order to provide all students access to the curriculum.
- We are all teachers of language.

Families

- Diversity is strength.
- We respect confidentiality.
- Parents are informed partners.
- We value the importance of mother tongue.

2.5 Student Support & Success Teams: Monitoring Students

Each school assembles Student Support and Success Teams (Administrator, Counselor, Learning Support, ELL Assigned teacher(s)) to oversee the delivery of services and monitor student caseloads. Teams meet regularly in order to review and monitor the progress and needs of individual students and to determine appropriate, available services and interventions to best support individual students. SST responsibilities vary in each school but generally include:

- Advice on admission and class placement for students with learning and/or

- Manage the referral process.
- Recommendations for entry or exit in support services programs including ELL.
- Monitor Focus on Learning Plans, Student Support Plans, Individual Education Plans, etc.
- Observation and assessment of students.
- Referral for formal assessment
- Interventions to support students academically, socially and emotionally
- Intervention to extend or provide further challenge to students.
- Classroom teaching strategies
- Meetings with parent

3. Learning Support

3.1 Overview

The learning support model at EAC is based on the philosophy that all students have unique abilities, learning styles and interests. These differences are valued, as they add to the richness and diversity of our school. Learners respond best to developmentally appropriate programs designed to develop their strengths and provide for their individual needs through differentiated instruction and support. Through an inclusive and nurturing educational environment, students are encouraged to become independent, lifelong learners.

At EAC we support students with learning differences by providing available intervention, remediation, and academic support towards the mastery of grade level standards. Services are integrated into the daily routines, classroom structure, curriculum and strategies. In consultation with teachers and parents, our Student Support & Success Team develops student support plans that outlines learning goals and services the school provides. Services are provided in the classroom, a small group, individual setting or through consultation. We aim to develop self-advocacy in all students to help them become confident, autonomous learners.

Types of services and interventions provided by EAC include the following:

- Monitored performance
- Early Intervention (Focus on Learning Plan (FOLP), referral to outside specialists)
- Academic support in the classroom (push-in, team or co-teaching)
- Small group and/or individual instruction in or outside of the classroom (push-in or pull-out)
- Academic Support Class (MS/HS)
- Accommodations (specific teaching strategies)
- Modifications (adjustments to the curriculum)
- Assistive technology
- Referrals to outside consultants (from Student Support & Success Team)

Each school's Child/Student Support and Success Team strives to work in partnership with teachers, parents, outside specialists, and tutors in order to meet the learning needs of students.

3.2 Who Qualifies for Learning Support?

EAC will provide a student with additional, targeted learning support if a licensed and qualified Educational Psychologist diagnoses a special educational learning need(s). The Educational Psychologist will produce a comprehensive evaluation for parents, and parents are expected to submit the evaluation to the Student Support & Success Team for review.

When a student is formally diagnosed, then EAC will convene a Student Support & Success Team. The team will review the child's progress, collect information from teachers and parents, and review the comprehensive evaluation to determine learning goals and the most appropriate services to help the student achieve goals. The EAC Student Support & Success Team will document a student's learning goals as well as the types of support and

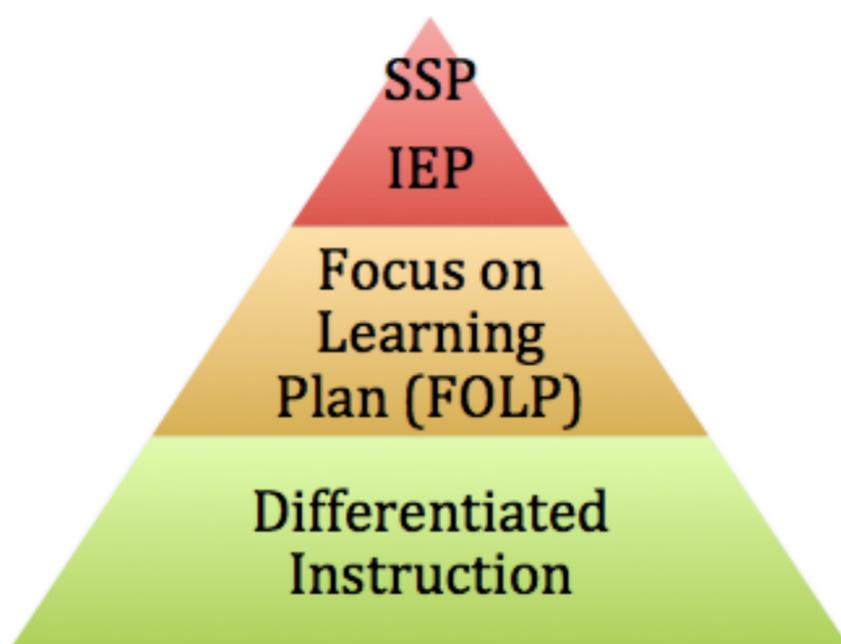
services provided to achieve the goals in a Student Support Plan (SSP) or an Individual Education Plan (IEP).

The Student Support & Success Team takes the final decision on the level and types of support and services that the school provides. This decision is typically informed by a comprehensive diagnostic educational evaluation.

Please note that the Student Support & Success Team may request a parent to arrange for the administration of a comprehensive diagnostic educational evaluation. The team may also request a parent to arrange for the provision of specialized services (e.g. extra tutoring, occupational therapy, etc.). The team would assist by recommending qualified, local professionals, and parents would be responsible for covering the costs of these services.

3.3 EAC Learning Support Model- Response to Intervention

EAC has formalized the delivery of the Student Support and Success program by adopting and implementing a three-tier Response-to-Intervention Model. Implementing this model requires collaboration between classroom teachers and learning support teachers and strong partnership with parents. Below is a brief description of the model.



Tier 1: Differentiated Classroom Instruction

All students receive high quality, research-based instruction. Classroom teachers focus on differentiating their instruction to meet the diverse learning needs of students. Teachers design and administer on-going formative assessment and periodic summative assessments to gauge student growth and progress in relation to curricular goals and objectives.

Tier 2: Targeted Instruction- Focus on Learning Plan (FOLP):

Students who are not making sufficient progress in the classroom in Tier 1 or highly capable students who require additional challenge are identified and provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. FOLP's are typically developed by teachers and/or counselors and outline the level of intervention, support, or differentiation necessary to meet the academic and behavioral needs of a child.

Tier 3: Student Support Plan or Individual Education Plan:

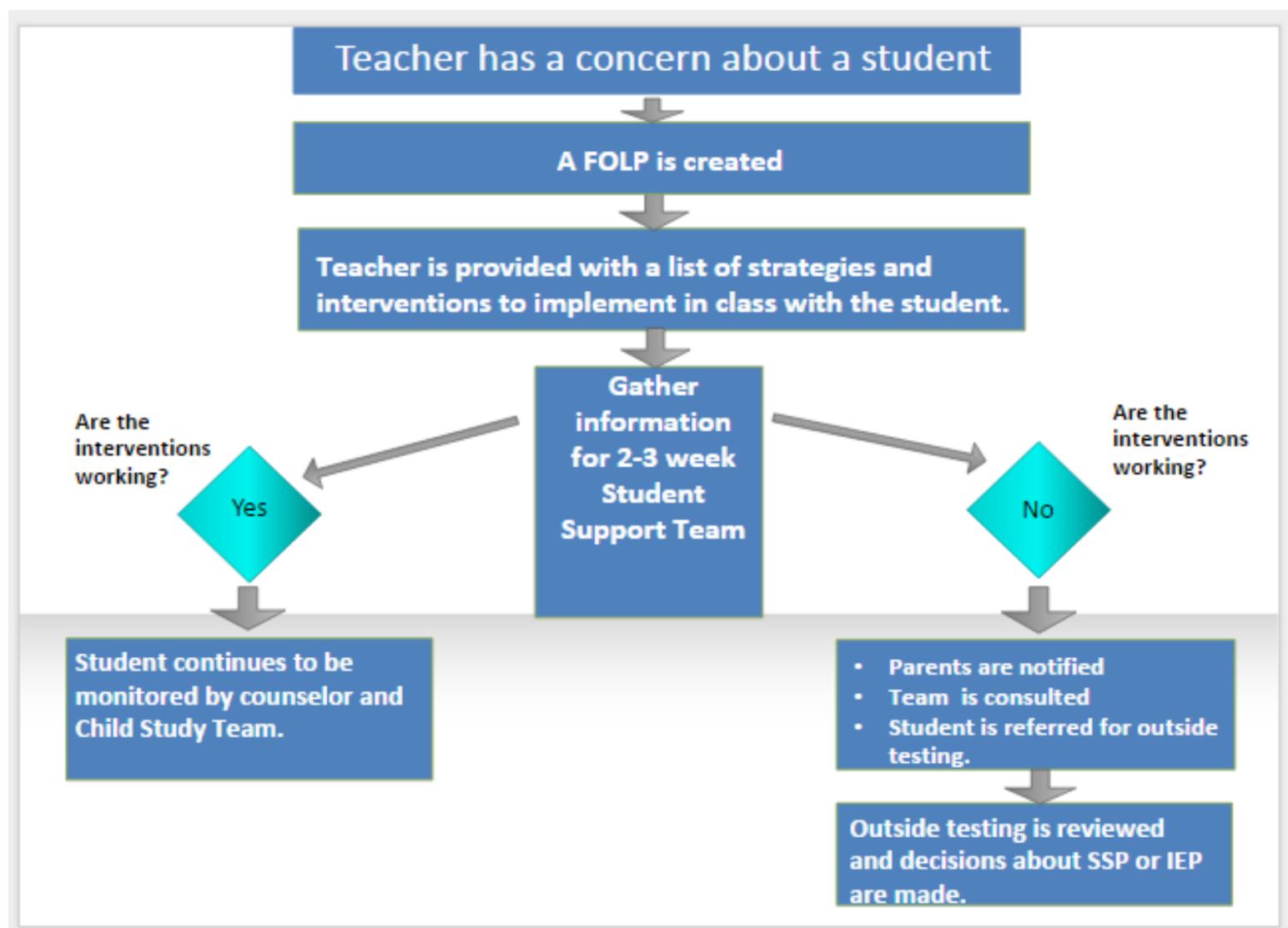
Students who have been referred to and formally diagnosed with a learning disability by a licensed, qualified Educational Psychologist qualify for interventions and support provided by a Learning Support specialist. The Student Support & Success Team will review student performance data and the evaluation report provided by the Educational Psychologist and develop a Student Support Plan (accommodations) or an Individual Education (accommodations/modifications). Plans typically consist of the following:

- Formal diagnosis
- Accommodations/Modifications provided by EAC
- Level of support provided by a Learning Specialist (time/frequency)
- Services provided by outside resources (Occupational Therapist, etc.)

The Learning Support Teacher, in collaboration with the Student Support and Success Team, will work with students and parents to develop and administer the plan.

3.4. Referral Process

EAC has a referral process in place designed to meet the needs of students and to support classroom teachers. The process begins when a parent or a teacher refers a student to the Student Support & Success Team. The referral process is as follows:



3.5 Admissions

Admission for all students will be considered on a case-by-case basis upon presentation of requested documentation. In accordance with the general admissions policy, the school reserves the right (in consultation with the parents) to administer necessary assessments and to obtain copies of all previous reports and records before accepting a student. In addition, EAC reserves the right to strongly encourage that parents arrange to have specialized educational assessments administered by a qualified and licensed educational psychologist or other professional.

3.6 Entry and Exit criteria

Entry into EAC's Learning Support program requires the following:

1. Measures of achievement (report cards, MAP scores, etc.) showing one year or

- more below grade level performance.
- 2. A comprehensive evaluation produced by a qualified, licensed educational psychologist showing a diagnosed learning disability.
- 3. Referral from a teacher, parent and/or the student.

Exit from the Learning Support Program at EAC:

Studies show that students with special educational needs continue to need help throughout their years in school. Therefore, exiting a student or significant changes to a SSP or IEP is considered on a case-by-case basis with evidence and data reviewed by the Student Support and Success Team, parents, administrators, teachers and students.

3.7 Role of Learning Support Teacher

- Identifies and refers students to the SST, in conjunction with classroom/subject teacher.
- Provides services to identified students, which may include:
 - Differentiated instruction
 - Providing accommodations
 - Collaboration with classroom/subject teacher(s)
 - In-class support
 - Direct instruction in an individual or small group setting (pull-out)
- Monitors and reports student's progress to parents, teacher and SST.
- Provides in-service and consultation to classroom teachers and administrators regarding best practices for students with special educational needs.
- Advocates for students needs.
- A commitment to co-plan and co-teach with a classroom teacher (if the schedule allows).

3.8 Role of the Classroom Teacher

The classroom or subject teacher is the primary contact with each student and in order to ensure the best chance of a successful school experience their role includes the following:

- to work in collaboration with Learning Support teachers
- to allow for increased presentations of content to support understanding
- to provide a safe environment for students with identified learning needs by increased awareness of environmental needs such as, seating, pace, groupings, light, distracting factors etc.
- to provide opportunities for the student to achieve success by adapting curriculum outcomes
- A commitment to co-plan and co-teach with a learning support teacher.
- to differentiate and/or modify academic tasks to suit the student's learning style
- to use and advise on technology to support student needs
- to develop, communicate and ensure the implementation of the student Focus on Learning Plan (FOLP)
- to follow the FOLP, SSP, IEP as a guide to each student's learning goals and types of support/services to achieve goals.
- to attend meetings with faculty and parents as needed, including SSP and IEP meetings

3.9 Accommodations and Modifications

Below are a sampling of accommodations and modifications that are implemented at EAC. While EAC is committed to making accommodations to meet the learning needs of students, it is not always possible to fully modify curriculum due to limitations in resources.

| Modifications | Accommodations |
|---|---|
| <p>Partial completion of requirements:</p> <ul style="list-style-type: none"> ● Learning 10 words instead of 20 ● Learning knowledge-based, concrete facts instead of abstract cause-effect relationships of various conflicts in history <p>Adjustment made for learning rate:</p> <ul style="list-style-type: none"> ● Reinforcement of basic operations while rest of the class learns fractions ● Providing altered reading level text when reading comprehension is being assessed as a standard or benchmark within a unit; typically in an English or Modern Language class. <p>Alternate curriculum goals: For social inclusion, a student's report is adjusted to reflect collaboration skills and maintenance of appropriate behavior as opposed to solely academic achievement</p> <p>Alternate assessments: Assessment task reflects changed curricular expectations/learning standards and is graded according to individual achievement of the modified standard.</p> | <p>Presentation:</p> <ul style="list-style-type: none"> ● Material of the same unit content at a simpler or more complex reading level ● Layout of worksheets, tests, etc. is clear and uncluttered. ● Directions are repeated or presented in small steps ● Graphic organizers are utilized as note taking aids ● Use of audiobooks instead of print copy ● Key vocabulary terms are highlighted ● Variety of visuals for new vocabulary or concepts used <p>Responses:</p> <ul style="list-style-type: none"> ● Alternate versions of tests created to accommodate the students learning disability or language level ● Answers marked in book rather than transferring responses to separate paper ● Oral or nonverbal answers, such as pointing to the correct answer, in place of written work ● Short answer questions replace essay prompts, with the exception of when essay writing is being assessed. ● Dictation to scribe <p>Setting:</p> <ul style="list-style-type: none"> ● Use of study carrel ● Quiet environment ● Furnish special lighting ● Provide background music ● Make separate room available <p>Timing/Schedules:</p> <ul style="list-style-type: none"> ● Extended time ● Frequent breaks ● Scheduling specific classes/activities for certain times of the day |

Adopted from Next Frontier Inclusion

3.10 EAC Learning Support Delivery Model

Monitor

Students who are monitored have been experiencing success and are able to access the curriculum and achieve grade-level learning standards in the regular classroom. While a student who is monitored may have a Focus on Learning Plan (FOLP) or a Student Support Plan, they do not require direct support from a Learning Specialist. On occasion, monitored students benefit from some extra support from the classroom teacher or teaching assistant.

Level 1- Mild Support

Students have a formal diagnosis and a Student Support Plan (SSP). Students are able to access the curriculum and achieve learning standards with classroom accommodations and targeted small group instruction by a learning specialist.

Typical learning support strategies include:

- Learning Support Specialist and Classroom Teacher consultation
- Differentiated instruction in a classroom setting
- Classroom accommodations
- Early intervention (Preschool through Gr. 2): development and implementation of a Focus on Learning Plan (FOLP)
- Targeted instruction and support within the classroom or co-teaching (Elementary School)
- Use of assistive technology as stated in the Student Support Plan.
- Optional learning strategies class focusing on executive functioning (Upper School)
- Homework Club (Upper School)

Exit Criteria: A student may exit the program and be monitored when s/he is able to work at an expected level of independence while achieving grade-level standards for a sustained period of time (at least one semester).

Level 2 - Moderate Support

Students have a formal diagnosis and a Student Support Plan (SSP) or an Individual Education Plan (IEP). Some aspects of the curriculum may need to be modified or adjusted for students with an IEP. The focus of small group instruction may be remedial and aimed at teaching basic skills within the context of the grade-level curriculum.

Typical learning support strategies include:

- Learning Support Specialist and Classroom Teacher consultation
- Differentiated instruction in a classroom setting.
- Classroom accommodations
- Early Intervention (Preschool through Gr. 2): Development and implementation of a Focus on Learning Plan (FOLP)
- Targeted instruction and support within a small group (3-5 students) provided by Learning Specialist (Elementary School)
- Use of assistive technology as stated in the Individual Education Plan.
- Assigned Learning strategies class focused on Executive Functioning (Upper School)
- Homework Club (Upper School)

Note: The child's semester report on performance and progress will reflect what areas of the curriculum were adjusted or modified.

Exit Criteria: A student may exit Level 2 and move to Level 1 Mild Support when s/he is able to achieve grade-level standards and demonstrate independence with moderate support for a sustained period of time (at least one semester).

Level 3 - Intensive

Students who are eligible for intensive learning support have significant learning and/or social-emotional needs and a formal diagnosis and Individual Education Plan (IEP). Students are not able to access the curriculum and achieve grade-level learning outcomes. The student's IEP calls for significant modification of the curriculum and direct services that focus on social integration and life skills.

Typical learning support strategies include:

- Learning Support Specialist and Classroom Teacher consultation
- Differentiated instruction in a classroom setting
- Significant curricular modifications
- Targeted individual instruction and support (3-4 students) instruction within a small group by Learning Specialist
- Possible 1:1 with a Learning Support Assistant who attends to learning and social needs
- Use of assistive technology as stated in the Individual Education Plan.
- Focus on the balance between grade-level social integration and the teaching of life skills
- External support services

Exit Criteria: A student may exit Level 3 and move to Level 2 (moderate support) when s/he is able to achieve grade level standards support with intensive support for a sustained period of time (at least one semester).

Assessment

Students who receive classroom accommodations (per a Student Support Plan) are assessed based on grade level / course standards. Students who receive modifications in curriculum and instruction (per an Individual Education Plan) are assessed against standards that have been adjusted to meet learning needs. Consequently, students who receive modifications will also receive a modified report and high school transcript.

3.11 External Support Services

The EAC Student Support and Success Team may recommend the following external services in order to meet the academic and/or social-emotional needs of a child. External services provided should be aligned with the school's learning and/or behavioral expectations.

- Individual tutoring
- Educational psychologists
- Psychological therapy
- Speech & language
- Occupational therapy

Please note that parents are expected to cover the costs of external services.

3.12 Confidentiality

Confidential information about students is frequently shared among members of the Student Support Success Team. The purpose of sharing confidential and sensitive information is to understand how to best support the student and help him/her to achieve success. Members of EAC's faculty/staff are expected to protect student confidential information.

Guidelines related to students receiving Learning Support:

1. Student Support and Success Team Members will remind faculty about the confidentiality of student information.
2. Confidential conversations will take place in secure locations.
3. Confidential information will not be left in public areas.
4. Psycho-educational evaluations may be shared only with those teachers currently working with a student and will be maintained in the student's student support file.

EAC will not forward confidential records (e.g. Ed-Psych Evaluation) to other schools or outside agencies without the written consent of the student's parent/guardian.

4. English Language Learning Program

4.1 Whole School ELL Program Overview

The English Language Learning (ELL) program is designed to provide academic and social language support for non-native speakers of English in grades one through twelve. The primary purpose of the program is to ensure that all students become proficient in English and achieve academic success. Therefore, language skills and strategies are integrated with content area and subject matter whenever possible. The ELL program addresses individualized needs and learning styles through one-on-one, small group instruction (pull-out), in-class (also called push-in) support, and consultation with the mainstream teacher.

The second purpose of the program is to promote multilingualism and cultural pluralism. Based on the latest research regarding language and cognitive development, children should be encouraged to maintain and develop their mother tongues. The diverse linguistic and rich cultural backgrounds brought to our school by the non-native English speakers enrich the learning opportunities for all students.

Our ELL Program promotes curricular integration and student engagement. We hold ourselves accountable for differentiating instruction and co-teaching with colleagues to best address each child's learning style and language needs.

4.2 English Language Learning Beliefs

The following are essential principles in the field of language acquisition. While this list is not exhaustive, these important principles inform the design and implementation of the ELL Program at EAC:

- Acquisition of other languages is supported by the maintenance of the first language.
- For acquisition of other languages to take place, it is essential that students receive comprehensible input (verbal and written language that is just a bit challenging to understand, but not so challenging that it is not comprehensible).
- For acquisition of other languages to take place, it is essential that students learn in an environment where they feel confident, safe and comfortable taking risks with language.
- Acquisition of other languages is most successful when students are provided a balance of decontextualized and contextualized learning situations.
- In order to develop full communicative competence, listening, speaking, reading, and writing are integrated into developmentally appropriate activities.
- Successful language learning requires trial and error and hypothesis testing to advance knowledge, skills, and understanding. Decreasing fluency or accuracy is sometimes observed as students develop their language skills. As a side effect of this experimentation with new words and forms, utterances may seem more awkward or grammatically incorrect. This is a normal outcome of students' attempt to communicate new or more finely distinguished meanings in a wider range of contexts.

4.3 Language Skills

Outlined below are the four main language skills needed to develop communicative competence. The ELL program supports students in developing these skills. Progress within the different language skills will vary. Therefore, the description of learning goals, student characteristics and teaching strategies will not always match a student at a given level in every skill area. They should be adjusted to accommodate the individual learner.

Listening and Speaking describes the oral language skills developed through social and academic interaction. This includes increased control in English pronunciation, fluency, vocabulary and grammar. Speaking and listening skills also involve awareness of different types of spoken texts and their purposes. As students develop these skills, they increase their ability to interact in a variety of formal and informal situations.

Reading describes the skills students develop as they read, reflect on, and respond to a range of genres for both social and academic purposes. It includes beginning literacy skills as well as the deliberate use of more sophisticated strategies to understand texts. Included is the academic expectation that students will learn to respond to and evaluate an increasing variety of texts within the academic program.

Writing describes the skills developed as students write a range of genres in the classroom. It focuses on grammar as well as conveying meaning at the word, sentence and discourse levels. It includes using all stages of the writing process to create texts for different purposes and audiences.

4.4 EAC ELL Framework

To address the different development stages of our English language learners, EAC uses two internationally recognized, overlapping frameworks for referencing language performance : WIDA and Common European Framework (CEF). WIDA is used in the elementary school to reference language learners who might not be literate in their mother tongue as yet. The CEF is used in the upper school with the assumption of mother tongue literacy. The CEF is used throughout the school as a reference for language learning other than English as well. The chart below provides a comparison of the frameworks.

| EAC LANGUAGE LEARNING LEVEL Upper school | COMMON EUROPEAN FRAMEWORK Upper School | WIDA Elementary school | EAC LANGUAGE LEARNING LEVEL Elementary school |
|---|---|-----------------------------------|--|
| LEVEL 1 | A1/A2 | 1-2 | Level 1 |
| LEVEL 2 | B1 | 3-4 | Level 2-3 |
| LEVEL 3 | B2 | 5 | Mainstreamed |
| LEVEL 4 | C1 | | |
| MAINSTREAMED WITH MONITORING | C2 | | |

EAC uses descriptors within the framework to identify student language needs to target support and strategies to support language needs. More specifically, the framework

- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides schools with information that will help them evaluate the effectiveness of their ELL/bilingual program.

4.5 Elementary School Program Description

In grades 1 and 2 all students are immersed in an English, language rich Homeroom classroom. Teachers support all learners with differentiated teaching strategies that meet individual needs. Teachers support the ELL learners by:

- Small group instruction
- One on one support
- Using a variety of visual reinforcements and strategies

In grades 3-5 students participate in the regular class instruction and receive targeted language support during English Language Arts from the ELL teacher. The Homeroom and ELL teachers support the ELL learner by:

- Small group instruction
- One on one support
- Using a variety of visual reinforcements and strategies

Students' language proficiency is tested annually. Each year, parents of ELL students receive a letter indicating the proficiency level of their child and a description of the support their child receives.

4.6 Elementary School ELL Admissions and Designation Process

All non-native English speaking students in grade 3-5, and students entering grade 2 during the second semester, in the admissions process are given the assessment unless their transcripts indicate they have been exited from an ELL designation. This testing gives EAC the level of proficiency at which the student is speaking, reading, writing, and listening in English. In the first week of school, parents of new students will receive a letter indicating the proficiency level of their child and a description of the support their child will receive.

Grade 2 students who are non-native English speakers will be tested between January and March, in the second semester of second grade. At this time parents will receive a letter indicating the proficiency level of their child and a description of support their child will receive.

Students applying to EAC in grades 3-5, and students entering grade 2 during the second semester, will be assessed. Students who have an overall level of less than 5 are designated ELL upon admission. Students in grades 1 and 2 will be admitted with a level 1 or or higher.

Students in grades 3-5 who are designated an ELL level less than 2 can be admitted at the beginning of Semester One or Semester Two.

In grade 5, enrollment of Level 1 (WIDA 2) students is restricted to one student per class (homeroom) at the beginning of Semester One. In Semester Two, grade 5 students designated an ELL level of 2 (WIDA 3) and above can be admitted.

| Grade Level | WIDA Level | ELL Program | Services |
|-------------|----------------------------------|---|---|
| 1-2 | 1-5 | N/A | Differentiated classroom with teacher and teacher assistant. |
| 3-4 | 1-3 | Entered into program. Continue with program | Level 1 - Intensive, targeted English program pull out 4-5 times per week Level 2-3 - Push-in targeted language and content support 2-3 times per week |
| 5 | 1 (Semester 1) 2 (Semester 2) | Entered into program. Continue with program | Level 1 - Intensive, targeted English program pull out 4-5 times per week Level 2-3 - Push-in targeted language and content support 2-3 times per week |
| 3-5 | 4-5 | Entered into program. Continue with program | Push-in content support when needed. |

Why Designation is Important?

It is important for teachers to know what an English language learner can do. EAC uses the WIDA “Can Do Descriptors” to help teachers design instruction. Please see the WIDA website for more information at www.wida.us/.

4.7 ELL Grading in the Elementary School

All ELL students work toward the same grade level standards as their peers. Elementary assessment rubrics support the range and variability of student progress towards achieving grade-level expectations in English Language Arts.

4.8 Exiting from ELL in Elementary School

When students in grades 2-4 reach an overall score of 5 the grade level team, the ELL teacher, and an administrator will meet to determine if the student will be exited from the ELL designation. The team will take into consideration the student’s English Language Arts assessments, MAP testing results, and student application of and operation in English, to determine if continued ELL support is needed or if the data indicates that the student is approaching grade level and no longer requires ELL

program support. Parents are notified when a student is exited from the ELL designation with a letter.

4.9 Grade 5-6 Transition

Due to developmental differences, the different structure of ELL support in Elementary and the structure and nature of academic classes in middle school, students with an ELL background coming from Elementary school will take a calibration test in the second semester of grade 5 to determine if, and at what level, they will need language support in Middle School.

4.10 Upper School Program Description

The Upper School ELL program focuses on helping students develop the academic English language skills necessary to be successful in academic, mainstream classes. ELL instruction supports student access to core curricular content while honoring diverse backgrounds and learning styles. Students' linguistic needs are comprehensively assessed in order to determine the level and type of services to facilitate full immersion into EAC's academic program.

4.11 Upper School ELL Admissions Procedure & Designation

The School administers comprehensive English language screening tools to all English language learners to determine language level to ensure that students are receiving the support necessary to be successful.

Upper school language learning levels are comparable to the Common European Framework (CEF) levels.

| EAC LANGUAGE LEARNING LEVEL | COMMON EUROPEAN FRAMEWORK |
|------------------------------------|----------------------------------|
| LEVEL 1 | A1/A2 |
| LEVEL 2 | B1 |
| LEVEL 3 | B2 |
| LEVEL 4 | C1 |
| MAINSTREAMED WITH MONITORING | C2 |

The process for a student to move from one language learning level to another involves several aspects. First, the student must show proficiency in the content he/she has been studying at his language learning level through a final exam. This, along with ELL teacher and classroom teacher recommendations, a review of continuous assessment grades, and MAP test scores determine whether a student moves up a level.

EAC admits students at differing levels of English proficiency at specific grade levels

| Grade Level | English Language Level | Notes |
|--------------------|-------------------------------|--------------|
|--------------------|-------------------------------|--------------|

| | | |
|--------------|---|--|
| Grades 1-4 | Level 1 or above | |
| Grade 5 | 1st semester: Level 1 or above; 2nd semester: level 2 and above | Limit 2 Level 1 students per homeroom class |
| Grades 6-8 | Level 2 or above | |
| Grades 9-10 | Level 3 or above | Students entering level 3 in 10th grade must pass level 3 in order to join the IB program. Their native language must be offered as a language A as English will be a language B |
| Grades 11-12 | Mainstreamed | |

ELL students receive a range of different types of support from an ELL teacher based on the student's academic requirements, English language needs, and the availability of teachers. The types of support are as follows:

- Pull Out: The ELL teacher provides a small group of students with direct support outside of the academic classroom. Support typically consists of providing feedback on written class work or providing targeted lessons on English language skills.
- Monitor: The ELL teacher monitors progress and performance of Level 5 ELL students in their academic classrooms.
- *Sheltered classes: A small group of ELL students are taught social studies and/or English language arts emphasizing, not only content, but also developing academic language skills at a pace appropriate to their language level.

* Offered only in situations of high ELL enrollment in grades 9 or 10 at the discretion of the upper school principal

4.12 Role of the ELL teacher and classroom teachers

The ELL teachers facilitate the achievement of necessary academic English language skills so that the student can be mainstreamed into all regular classes as soon as possible taking into consideration that a student may be dealing with a different academic tradition, one or more new languages, and one or more new cultures.

The ELL teacher monitors his/her students to see how well they do in the other classes. If the grades are low the ELL teacher will work with the classroom teacher to find strategies to help the ELL students.

The ELL teacher reports the ELL level of each student to their parents at the end of each semester.

4.13 Reporting on Student Performance / Grading

In the upper school, EAC offers a program that allows the student to attend most core classes with the student's cohort, while receiving language input with a similar level of language learners in a separate class. Although there might be slight variations due to

scheduling or grade level requirements, students receive ten hours of dedicated ELL instruction a week in levels 1 and 2 and attend their core classes, but do not attend the grade level English class. In levels 3 and 4 students receive five hours of dedicated ELL instruction a week and attend their grade level English class.

In the content area courses, ELL students receive a pass/fail grade based on their acquisition of course content. The family will see a percentage for the grade as well as the "P" or "F", in this course; however, this percentage is an estimated indicator of performance, not an accurate grade, as the assessments have been altered in terms of reading and writing expectations. ELL students in these classes can utilize a set of accommodations agreed upon by the student, ELL teacher and class teacher that allow them access to content and a means to prove knowledge of content appropriate to their level of proficiency in English.

Exit Criteria and Procedures

The process for exiting is the same as for a student to move from one language learning level. First, the student must show proficiency in the content he/she has been studying at his language learning level through a final exam. This, along with ELL teacher and classroom teacher recommendations, a review of continuous assessment grades, and MAP test scores determine whether a student exits the program.

When a child meets all of the criteria and is exited from the program, the child's performance is monitored by the ELL teacher and the classroom teacher for one year to ensure that he is, in fact, ready to be fully integrated into the classroom program without any support. Monitoring is done on an informal basis through regular communication with teachers, Student Support Team meetings, and report cards.

5. Developmental Counseling Program

5.1 Introduction

The overall aim of the Developmental Counseling Program at EAC is to promote and enhance the development of the whole student. The program blends the American School Counselor Association's (ASCA) National Model (which is comprehensive in scope, preventative in design, developmental in nature) and the International Model for School Counseling Programs (which adds the necessary requirement for working with an international and Third Culture Kid population). There is a significant focus on the pastoral care component of counseling. In addition, the school counseling program supports EAC's mission by promoting and enhancing the learning process for all students through the integration of counseling standards within the domains: academic, career, and personal/social development. The emphasis is for all students to realize academic, personal, social, and emotional success during their time at EAC.

The counseling department aims to foster healthy self-esteem and self-awareness, as well as a sense of responsibility to self and others. The goal is that, as a result of education at EAC, students will develop all of the dispositions embedded in GIANTS and be equipped to contribute to their communities, schools, and future work places.

A Professional School Counseling Program is:

- designed to ensure that every student benefits from the program;
- an integral part of the educational program and implemented by qualified school counselors;
- comprehensive in scope, preventive in design, developmental in nature, and focuses on personal/social, academic, and career development;
- conducted in collaboration with teachers, administrators, parents/guardians, and other support service professionals in order to meet student needs;
- engaged in on-going evaluation to assess effectiveness and meet the needs of the students;
- sensitive to the unique needs of an international, transient population.

5.2 Developmental Counseling Goals

The goals of EAC's Developmental School Counseling Program are as follows:

1. Responsive Services

The EAC Counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

2. Curriculum/Program Delivery

The EAC Counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

3. Educational and Career Planning

The EAC Counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational/academic and career plans.

4. Data Gathering and Analysis

The EAC Counselor collects and analyzes data to guide program direction and emphasis.

5. Community Outreach

The EAC Counselor reaches out in the community to create relationships with and among students, faculty and administration, parents/guardians, and outside agencies and resources in order to promote the success of all students.

6. Classroom Teaching Responsibilities

The EAC Counselor upholds classroom teaching responsibilities when working with students, colleagues, and parents.

7. Contributions to the Wider Life of School

The EAC Counselor contributes to the wider life of the school.

5.3 Role of Counselors

All counselors perform the following tasks and responsibilities:

- Work with their divisional principal in admitting new students.
- Guide students in academic success.
- Monitor academic progress of students.
- Participate as members of the Student/Child Support Team.
- Participate as members of the Crisis Response Team.
- Consult with parents, administrators, teachers, and students regarding social, emotional and academic needs of students.
- Coordinate tutor referrals.
- Coordinates or assists in the coordination of standardized testing.
- Provide short-term individual/group counseling.
- Assist families with referrals to local mental health providers when available.
- Coordinate and present Parent Information Workshops throughout the year.
- Coordinate transitions for students, between divisions and entering/exiting the school.
- Consult with other school counselors to effectively coordinate programs and interventions.
- Provide resources to the community for academic, social/personal and career programs.
- Collaborate with teachers to present proactive, prevention-based guidance curriculum lessons (including child protection).

5.4 Counseling Services

School counselors are available to provide 'brief counseling' to students. School counselors have large caseloads and have limited time to provide individual counseling services to students and families. Typically, counselors spend about one hour with an individual student or with a small group of students during the school day and sometimes a little longer when parents are involved. Given this reality, EAC school counselors use an approach often referred to as 'Brief Counseling' when providing counseling services to individual students and families. This approach is solution-focused rather than problem-focused and is designed to resolve current issues and concerns.

The following principles guide the brief counseling approach:

- The major task of counseling is to help the student to think and act differently;
- The problem is redirected towards solutions that already exist;
- Only small change is necessary because change, no matter how small, creates

- the context for further change;
- Goals are framed in positive terms with the expectation for change.

If a counselor feels that brief counseling is not sufficient to meet a student's needs, then the counselor may make a referral to an external professional after consulting with the student's parent or guardian. The school works in cooperation with the wider community to update the database of available local psychiatric and psychological professionals.

5.5 University/Career Guidance

EAC's philosophy is IB for all, and does not limit access to the IB Diploma Program. While the purpose is to allow all students regardless of their future plans to attend and succeed at EAC's High School, the reality is that virtually all EAC students move on to attend college or university.

Preparation for career and university start in Upper School. At the high school level, each grade 10 student obtains a career assessment, and is personally advised by the High School Counselor and the IB DP Coordinator to assist them in choosing the appropriate IB DP program subjects for Grades 11 and 12. The counselor meets with all students and their parents to advise and guide them through the university application process (or other post-secondary opportunities). Meetings generally begin to take place from Grade 10 onwards. Some university information is presented in a group format during formal presentations, and university representative visits. The services provided include:

- Grade 10 program and course selection (with the IB DP Coordinator)
- Introduction to international university admissions processes
- Parent information sessions concerning international university admissions processes and transitioning to university
- Parent Nights: DP Choices Night, University Information Night
- Career assessment
- Personality & strengths inventories
- University exploration
- Finding a "best match" for each student
- Scholarship/financial aid sessions
- Coordinating university admission representative visits to EAC campus
- Essay, Personal statement and Motivational letter writing
- Curriculum Vitae (Resumé) creation
- Guidance on obtaining letters of recommendation
- Individualized student-parent meetings to discuss the application process
- Individualized student meetings throughout the exploration and application process
- Transcript requests for university applications
- Assistance with financial aid applications
- Mailing or uploading application materials at specified times
- Guidance on College test requirements
- Student study visa guidance
- Transition to university activities and information
- Assistance with GAP year decisions
- Should students decide to take a GAP year, the counselor assists them with their university application process.

5.6 Transition Planning and Support

The counselors and the wider school community help new families adjust to their new school environment. They offer an official orientation session, workshops on transitions, and welcome to EAC get-togethers. One-on-one counseling is available to assist both students and parents with the transition process.

Counselors arrange class buddies in the Upper Elementary and Upper Schools. Typically, new students are introduced to their class buddies before they arrive at EAC so that they can make contact through email, social media, etc. In the Elementary School, teachers assign buddies to new students when they enter the class.

For those families leaving EAC, a transition presentation is given, and counselors meet with students to discuss their feelings about their impending move.

Counselors are also very involved with the academic transitions from school to school- Pre- School to Elementary School; Elementary School to Middle School; Middle School to High School. The High School Counselor/University Advisor offers workshops to Grade 12 students and their families to assist with the adjustment to university and independent living.

5.7 Child Protection

The school counselor understands and delivers curriculum to all students beginning in K5 and staff regarding Child Protection. We strive to build a common understanding among our community of the importance of a child's safety, security and self-esteem. Specifically, we educate students, staff and parents on forms of abuse (physical, emotional, mental and sexual) and clearly outline ways that we can work to keep our children safe. Please see the EAC Child Protection Handbook for further information.

5.7 Ethical Standards for School Counselors

EAC counselors subscribe to the 'Ethical Standards for School Counselors' published by the American School Counselors Association (ASCA). This specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. These standards clarify the common ethical responsibilities held by school counseling professionals and serve to inform stakeholders of acceptable counselor practices and expected professional behavior. Below is a link to the Ethical Standards of School Counselors.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

5.8 Confidentiality

Professional psychologists in Brazil are required to protect and maintain confidentiality of individuals, groups, or organizations that have access to professional practice. Psychologists may disclose confidential information if they have permission from the individual, group, or organization or if they suspect that an individual may harm him/herself or others.

All teacher/counselor/psychologist recommendations are confidential.

5.9 Parent Education

EAC school counselors work with parents as well as students. They offer information and resources relating to child and adolescent development and parenting skills, frequently on an individual and needs basis. Counselors also organize workshops and facilitate parent discussions on a range of topics and issues. The following presentations and workshops typically offered to parents:

- Conflict resolution and bullying
- Discussion groups on parenting pre-teens and teens
- IB DP and University
- Informal coffee mornings
- Introduction to University Admissions around the world
- Parenting skills workshops (eg: communication, building self esteem, dealing with frustrations, overprotection)
- Child Protection
- Sexuality
- Social Networking/responsible internet use
- Transitions
- Transitioning to university

6. Health Services

6.1 Overview

The EAC Health Office provides students and staff with the following health care services:

- Medical treatment, including first aid, emergency and routine medication administration (with doctor's prescription and parent permission; see below).
- Health education, including public health information and health prevention/promotion

A Nurse's Station staffed with two nurses is located in the Elementary School. EAC also has a First Aid Station (First Aid Supplies and Ice) located in the gymnasium that can be accessed to treat minor student injuries.

The role of the Nurses, along with guidelines and procedures of the EAC Health Office are aligned with COREN (Conselho Regional de Enfermagem).

6.2 Health Information

In order to provide the most effective services, School Nurse's communication with parents is essential. Parents are expected to provide the following information by completing the EAC Health Form at the beginning of each year or upon admission to EAC.

- Emergency contact information
- Medical conditions
- Special Health Needs
- Allergies
- Immunization Record
- Medication information (routine and emergency medications)
- Doctor's prescription (if the medication is to be administered by the School Nurse during the school day)
- Insurance information
- Other information necessary for students receiving health care at school

6.3 Communication of Health Information/Concerns

Parents are expected to communicate any special health needs or problems to the School nurse. This information can be very important to a successful experience in school.

Examples of such needs are as follows:

1. Bee Sting Allergy.
2. Food Allergy
3. Allergy to another substance.
4. Difficulty with vision, hearing or speech.
5. Need for medication during the school day.
6. Need for special aids such as crutches, wheelchairs, etc.

Teachers and teacher assistants are expected to report any student health concerns they observe or injury to the School Nurse. The School Nurse will assess the student and contact the parents/guardian(s).. The School nurse will provide feedback to the school counselor and/or the teacher(s) if necessary.

6.4 Medication Administration at School

Brazilian law does not allow the School Nurse to dispense medicine, including over the

counter medications, without a doctor's written order. A new Permission to Administer Medication to Student Form is required when, at any time during the year, changes in the dosage are made or a new/different medication is started.

Parents are expected to administer medications, especially short term, at home whenever possible. However, if a student is required to take prescription or non-prescription medication during the school day, the following guidelines must be met:

- Any medication to be administered must be brought to school in a pharmacy-labeled container that includes the child's full name, name of drug and dosage, time and quantity to be given, and the physician's name if it is a prescription medicine.
- It is REQUIRED that parents deliver medication to the School Nurse in person and that they personally inform the School Nurse regarding the administration of the medication in the school setting.
- Students may not transport medicines: for the health and safety of students, no student will be allowed to transport any medicine (prescription or non-prescription) to school or to return the medicine home. Parents or guardians must deliver the medicine to the School Nurse. They must pick up any remaining medicine from the Health Centre.
- The School Nurse will ensure that the medicine is promptly locked in a secure location and is not left on a desk or counter.
- All medication administered at the Health Office are documented in the students' health records which are kept safely in the Nurse's Office.
- The School Nurse will inform parents when the prescription medication has run out or as expired.

6.5 Communicable Disease

Parents are expected not to send their child(ren) to school if she/he is not feeling well and/or if it is suspected that the child has a contagious disease. The control of contagious diseases depends on the cooperation of all families in the school. Please observe the following rules:

1. Children should not be in school with a fever of 38 degrees C or above and should be kept home until a Medical Doctor has verified that the fever has subsided.
2. A child who has vomited during the night should not be sent to school the next morning unless you are sure he or she is well.
3. A child who has signs of contagious disease such as pink eye, impetigo, etc., should not be sent to school, and parents should take the child to see a doctor.
4. Strep throat: in cases of suspected or diagnosed strep throat, the child should be kept out of school until the diagnosis is made and/or treatment has been underway.
5. Lice: until lice-free
6. Chicken pox: Recommended 7-10 days until all scab areas are dry.
7. Any time your child show signs of illness that could be passed to other children.

***Please note that parents are expected to pick up their children from school if a child has a temperature of 38 degrees celsius or above or if the nurse suspects that a child has a communicable disease.**

Parents are expected to pick up their children from school if the nurse observes living lice. If the child has nits, the child may remain in school. Parents will be notified and expected to remove the nits at home.

Parents are expected to report all communicable diseases to the School Nurse immediately. Communicable diseases include:

- Varicella (chickenpox): until scabs are crusted over
- Impetigo
- Whooping Cough
- Mononucleosis
- Scarlet Fever
- Conjunctivitis (pink eye)
- Flu
- Measles
- Mumps
- Scabies
- *Head Lice: lice and preferably nit free
- Ringworm
- Strep Throat: In cases of suspected or diagnosed strep throat, the child should be kept out of school until the diagnosis is made and/or treatment has been under way for at least twenty four (24) hours.
- Measles

If a child is diagnosed with one or more of the communicable diseases described above, then the parent is expected to submit an Atestado Medico to the school. This requirement is designed to safeguard the school community from communicable diseases.

When there is confirmation of a contagious illness, the School Nurse will send an email to grade level parents or to all parents (depending on the illness) informing parents about the illness, symptom of the illness, and information about preventing the spread of the illness.

Note about Head Lice

If a case is reported in your grade level, be sure a letter notifying the parents is sent on the day it is reported. A template for this letter is located in the school office (Pre-School, Elementary School, Upper School). When a child returns from home after treatment, send the student to the nurse to be sure that you know the child is free of head lice. If not, the nurse will call parents to pick up the child. Below is the Head Lice Protocol:

1. If a student is found to have lice or live eggs he/she will be removed from the classroom and the parents will be called to pick up the child.
2. If a student is found with dried nits or eggs, the parents will be called to determine if the student is in treatment to eradicate the lice. It is recommended they continue that course of action to avoid re-infestation.
3. Students will only be allowed to return to school when they are lice free.

6.6 Individualized Healthcare Plan

Students with chronic or complex healthcare needs (allergies, diabetes, asthma, physical injury, etc.) that impact their school day often require specialized attention and care in school. The specialized attention and care is formally documented in an Individualized Healthcare Plan. The School Nurse, along with parents, often help identify students with serious medical conditions that are potentially life threatening or health needs that affect their daily functioning and/or their ability to access the school curriculum.

Below are some examples that would warrant the development of an Individual Healthcare Plan:

- Students who are physically disabled or have been physically injured and struggle to navigate around campus.

- Students who have health conditions that could compromise their ability to access to the curriculum.
- Students who have health conditions that could be life threatening (serious allergic reactions, diabetes, etc.).

The School Nurses, in consultation with a medical professional, parents, and the school counselor/psychologist will develop the Individual Healthcare Plan. The School Nurses will work with the student's Counselor/Psychologist to present the plan to parents, relevant teachers, and the Student Support and Success Team. An Individualized Healthcare Plan will consist of the following components.

- Name and Emergency Contact Information
- Diagnosis (as documented by a Medical Doctor)
- Goals
- Interventions (Nurse, Classroom Teacher(s), Counselor/Psychologist, etc.)
- Emergency Provision (if necessary)
- Expected Outcomes

Please note that all Individual Healthcare Plans are informed by a formal diagnosis and treatment plan developed by a qualified Medical Doctor. Parents are expected to submit this documentation to the School Nurse.

6.7 Health Issues and Infirmary Procedures

Pre-School/Elementary School: All children who are injured on campus should be sent to the Infirmary along with a complete "Nurse Pass". Once the child has been examined and properly treated, the nurse will inform parents/guardians.

In the case of any illness, such as fever (over 38°C), diarrhea, vomiting, deep cuts, headaches, possible fractures, head injury, the nurses are responsible for the immediate communication with parents or guardians. The nurse will document the incident in writing as well.

Assistants must report all the details regarding any incident(s) that occur during playground, specials, lunchtime, resting time and car pick up to the classroom teacher in a timely matter.

Upper School: If a student is not feeling well, an Upper School teacher may send a student to the Nurse's office. In the event of serious illness, the above stated procedure applies and the nurse contacts the parents and documents the child's illness.

Medical Notes/Physical Education: Students must bring a Atestado Medico or a parent note to the School Office in order to be excused from Physical Education. Parents are expected to submit written notes or to send an email to the school office to request release from school to attend a doctor's appointment. Teachers should keep the office informed about student absences due to ill health.

Nutrition

EAC will provide a food service that provides balanced and nutritious meals.

Hot meals are provided for children in Pre-School through 12th through a privately owned food catering service. Students may bring a lunch from home (microwaves are available for student use). Parents are discouraged to send hot lunches to their children at noon. Snacks should be brought from home and should include healthy items (fruits, yogurts, cookies, cereal, fruit juice or milk). "Fast foods", such as McDonald's hamburgers, and gum, candies and soft drinks are discouraged.

Note: Elementary Students may not buy snacks or food from the canteen during school hours. They may purchase food and drinks from the canteen only after 3:15 p.m.

6.8 Referrals and Student Health Provisions

Students may be referred to the Student Support and Success Team for health related reasons. Consequently a student health provisions may be explicitly included in a Focus on Learning Plan (FOLP), a Student Support Plan, or an Individual Education Plan.

6.9 Contact Information

Working together helps keep our community safe and healthy. Please feel free to contact the School Nurses

Infirmery Office: 2102-1031

lorena.oliveira@eac.com.br

vanessa.gomes@eac.com.br

Appendix 1: EAC Norms of Collaboration and Partnership

Students are able to achieve their intellectual and personal potential and develop into GIANTS when relationships among adults are grounded in trust and respect.

Members of the EAC community are expected to uphold the following norms to cultivate collaboration and to promote a positive home-school partnership.

Presume positive intentions.

Presume positive intentions and trust in the good-will of others.

2. Promote a spirit of inquiry; seek first to understand and then be understood.

Seek to understand decisions and actions before drawing conclusions. Ask questions and engage in respectful dialogue to gain full understanding.

3. Go to the source with the intention of resolving misunderstanding and conflict.

Conflict and misunderstanding are natural and can result in growth and improvement. If there is a conflict, then go to the person closest to the problem to resolve misunderstanding and to seek solutions.

4. Honor your commitments.

Honor your commitments to students, colleagues, parents, and the school and, when you are not able to, communicate with those who are affected in a timely manner.

5. Pay attention to self and others.

Balance your own participation and create opportunities for others to contribute. Be conscious of your own needs and the needs of others.

6. Be mindful and maintain a sense of humor.

Taking time to think, reflect, and empathize while maintaining a sense of humor will strengthen relationships and promote a positive school culture.

Note: While email and *what's app* are excellent tools to share and exchange information, they are not effective tools to develop a complete understanding of an issue or to resolve conflict and/or misunderstanding.

Appendix 2: Co-Teaching Model

Co-teaching is a model that emphasizes collaboration and communication among all members of a team to meet the needs of all students in the context of the regular classroom. Co-teaching is typically perceived as two educational professionals working closely together to service a group of heterogeneous learners. These teams come together for a common purpose, typically to meet a wide range of learners more effectively. These teams may have a long-term agenda for working together (an entire academic year) or short-term agendas such as completing a unit together or preparing students for some specific skills (e.g., a writing task, science project).

Features of co-teaching are as follows:

- Two (or more) educators or other certified staff
- Contract to share instructional responsibility
- For a single group of students
- Primarily in a single classroom or workspace
- For specific content (objectives)
- With mutual ownership, pooled resources, and joint accountability, although each individual's level of participation may vary.

Co-Teaching Approaches

| One teacher can... | While the other teacher can... |
|----------------------------|--|
| Lecture, give instructions | Record, take notes on the board/ overhead. Repeat or clarify difficult concepts and words Observe and collect data on the student's academic, behavioral, or social skills |
| Monitor large group | Re-teach or pre-teach with a small group |
| Facilitate silent reading | Read aloud quietly with a small group |
| Facilitate stations | Also facilitate stations or groups |
| Consider accommodations | Consider enrichment opportunities |
| Explain new concepts | Conduct role play or model concept Ask clarifying questions Monitor student work Assist with student questions |

Note: While the following levels of support are listed from least to most restrictive, more than one of these strategies may be used at the same time.

