

Vilnius International School
Learning Support Policy

Introduction

It is becoming increasingly common to have students with a range of learning difficulties and special needs in all schools, including international schools. The level of support required providing a student with learning difficulties access to the curriculum depends on the severity of the challenge. In many instances, students with challenges can be integrated into the regular classroom with minor accommodations and modifications. This process is referred to as inclusion.

Vilnius International School supports a policy of inclusion and accepts students with mild learning needs under the condition that he or she is able to meet the academic requirements of the education programme with the supports outlined in this policy.

Vilnius International School, though philosophically devoted to providing an inclusive environment that supports learners with cognitive, social, emotional, physical and other special needs, is restricted from doing so by financial and human resource limitations, i.e. local access to specialists.

Philosophy

Our academic program is driven by three fundamental concepts that are reflected in the VIS mission statement. These concepts are: holistic learning, intercultural awareness and communication. Each of these concepts impact the manner in which our school community accepts and respects the range and variety of learners among us.

In order to ensure that the learning opportunities are available to meet a variety of needs within a diverse population, differentiated tasks and assessments are required, as well as accommodations, modifications, adaptations, alternative resources and specialist teachers to ensure all students have access to a curriculum that is “relevant, engaging and challenging” and developmentally appropriate to the individual student.

An IB school must embrace the concept of intercultural awareness. It states that “whatever the school, opportunities will exist to develop students’ attitudes, knowledge, concepts and skills as they learn about their own and others’ social, national and ethnic cultures. In this way, intercultural awareness can build understanding and respect” (pg. 10, *From Principles to Practice*). Most anyone who has worked or lived with a person with special needs would agree that such individuals often live within a culture of their own. By including students with learning and physical differences in our school culture, we offer our students the opportunity to develop understanding and respect for students that experience our world differently.

Finally, if we are sincerely committed to the concept of communication, we mean that that every student in our care has the opportunity to meet the IB learner profile description of a communicator, i.e. “someone who can understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication” (pg. 4, *Making the PYP Happen*). In order to realize this goal, students may not only require language support from ELL and LLL teachers, but support in other modes of expressive language and receptive language, including social skill development.

Vilnius International School strives to realize these fundamental concepts throughout our continuum of programmes. The ongoing development of learning support resources and the documentation of that process by means of this policy is evidence of our commitment to making it visible to stakeholders.

Aims

The VIS Learning Support Policy aims are to:

- provide parents with clear expectations about what VIS can and cannot do to support students with learning difficulties;
- ensure teaching practices and learning opportunities provide students with learning difficulties access to the curriculum content to the extent possible;
- provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders;
- build awareness and foster respect throughout the school and surrounding community of the prevalence of learning difficulties and special needs no matter what their origin;
- create an atmosphere of trust and open, respectful communication when discussing individuals with learning difficulties; including those with social, emotional, physical and other challenges.

Support Provided

In all sections of VIS, we are able to support our students with learning differences by:

- Providing accommodations such as frequent breaks or downtime
- Utilizing instructional strategies and materials that support learners with specific learning needs
- Allowing extended time periods for assessments
- Assisting student in goal setting and planning
- Modifying the student's schedule to reduce stress and promote success
- Allowing use of technology to support learning needs in class
- Facilitating collaboration with other teachers
- Communicating regularly with parents, teachers and students to build awareness;
- Assisting parents with arrangements for testing or other support outside of school
- Providing assessments of progress as well as achievement
- Making recommendations for formal assessment.

In the PYP, we are also able to provide small group instruction designed to address the specific learning needs of our students. See Appendix A for specific information on how we can accommodate our Cambridge International Program students.

VIS is unable to:

- Provide a self-contained learning resources education program
- Provide an alternative curriculum
- Guarantee enrolment through continuous grade levels
- Provide support services such as speech or physical therapy
- Accept students with limited intellectual capacity or moderate to severe learning needs
- Provide educational or neuropsychological evaluations

The following flowchart illustrates the referral process for student support (Learning Support, English Language Learner support and Counseling support).

Student Support Referral Process



Teacher has concern(s) about a student
Academic, Behavioral, Language Acquisition, Fine Motor/Gross Motor, Speech/Language, Social/Emotional

PYP Teacher
Consults with Inclusion Coordinator

MYP Teacher
Consults with the Upper School principal/Inclusion Coordinator

Communicates with:
Student
Parents
Student support team

Gathers Information
Interests/Learning Profile (Strengths/Challenges)
Work Samples/Common Assessments/ MAP Observations
Student File

Reflects on Differentiated Instruction
Assessments
Regrouping & Reteaching
Alternative Strategies

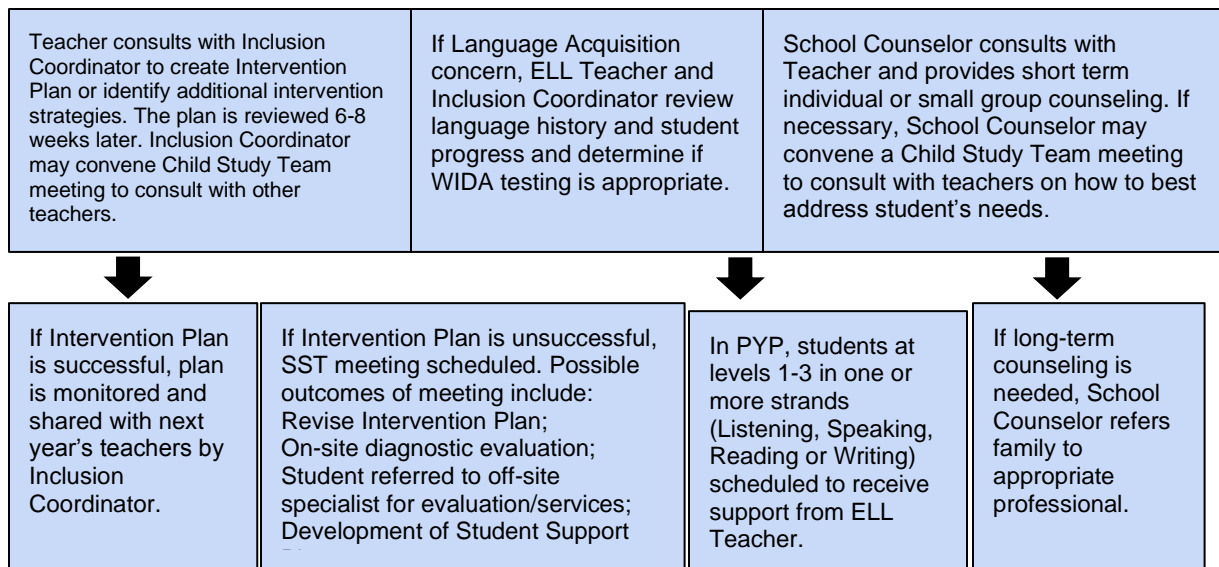


Student support team

Inclusion Coordinator for
Academic
Fine Motor/Gross Motor
Speech/Language
Language Acquisition

School Counselor for
Social/Emotional concerns using School Counselor Referral Form





See Appendix B and C for Intervention Plan and Support Plan forms.

Parent Communication

The parents of students that receive either Learning Support or ELL support will receive feedback from their child's specialist teacher at least twice a year in their child's report card. For students receiving Learning Support, parents will be informed as to how their child is progressing towards his/her goals and objectives outlined in the support plan. Parents of students that receive ELL support will receive feedback on how their child is progressing through the language acquisition process.

Child Study Teams

Occasionally a teacher may wish to convene a Child Study Team meeting in order to discuss a child's needs with other teachers that child has in a more formal setting in order to benefit from the other teacher's perspectives. In this case, the teacher should contact the Inclusion Coordinator in the PYP or the Principal in the Upper School and request that a meeting be scheduled. The Inclusion Coordinator or the Upper School Principal will schedule the meeting and invite the relevant teachers. At the meeting, a case manager should be identified and the following agenda is recommended in order to ensure that the meeting is productive and child-centered.

- 10 min. Case Study Presentation (child's specific areas of need including assessment results, student work, or other artifacts used to determine student's needs).
- 5 min. Clarifying questions
- 5 min. Statement of Concern and desired outcomes

5 min. Brainstorming possible strategies/interventions

5 min. Develop and document next steps

Child Welfare Committee

The establishment of a Child Welfare Committee is required in all Lithuanian schools. A function of the Child Welfare Committee is to help determine whether a child should be referred for education or other testing by the Children’s Educational and Psychological Service. Unfortunately, this public service is only prepared to work with students whose mother tongue is either Lithuanian or Russian. The committee would also meet to discuss students with major behavioral issues or if a student may need to be exited from the school.

The Committee meets at least once every trimester. The meetings are organized by the Committee Chairperson. The members include: the School Counselor, the Inclusion Coordinator, the Assessment Coordinator, a Upper School representative teacher, a PYP representative teacher and one other staff member with relevant experience. The parents should be informed by email if their child is discussed at a Committee meeting. Notes are recorded and saved in the Child Welfare Committee Notes document.

A Committee Secretary will be appointed from within the Committee. The members of the CWC are appointed by the Director at the beginning of every school year. This is recorded in a Director’s order which is filed in the Finance Office.

Procedure for Referring a Student for Educational Testing

1. Teacher fills in Teacher Evaluation Form (See Appendix E).
2. Children's Educational Psychological Service evaluation requires a parent’s/guardian’s consent form in order for their child to be evaluated. There are two parental/guardian consent forms (See Appendixes F and G) that have to be obtained prior to evaluation.
3. Once the two forms have been completed and signed by a parent/guardian the Committee prepares an evaluation of the child.
4. The Child Welfare Committee completes Special Needs Assessment Form (See Appendix H).
5. Once appendices E, F, G and H have been completed and signed, the forms are given to a parent/guardian who contacts the Child’s Educational Psychological Service and arranges an appointment for further evaluation.

Roles of Stakeholders

VIS regards open communication with parents essential to successful integration and support of

students with learning difficulties and special needs in the mainstream classroom. When considering whether or not VIS is the optimal learning environment for a child with learning difficulties or special needs we request the following:

- An evaluation of the student by a psychologist, neurologist, or other related specialist valid within two years
- Frequent and open communication with the parent/s
- On-going communication from specialists (if any) working with the student outside of school
- Parental support for educational testing, consultations or other services recommended by the school or outside specialists to benefit the student's opportunity for success
- An understanding that in the event that the child's needs cannot be met by differentiated instruction and other interventions provided by a mainstream classroom teacher, it may be necessary to seek placement in another school
- An understanding that students with special needs require a long-term commitment on the part of the parents and the school and that regular informal evaluation by the Child Welfare Committee is necessary to ensure appropriate process in meeting the educational objectives has been achieved;
- Any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.

Conclusion

The VIS staff continues to do the best we can within the limits of our resources to serve and integrate students with learning difficulties and other special needs in the regular classrooms. We sincerely hope that as our school develops we can provide more services to the members of our school community.

Appendix A

Accommodations for Students in the Cambridge International Assessment Education Program

Students with particular learning needs are eligible for accommodations when taking grade 11&12 Cambridge International Exams as long as the requests are made on behalf of the candidate according to the strict deadlines. The type of accommodations available to students depends on whether or not the student has a full educational-psychological evaluation that indicates that the candidate has a learning difficulty.

Based on Cambridge Assessment International Education access to assessment notion we are committed to equality of opportunity for candidates including but not limited to gender, ethnic origin, religion, gender reassignment, age and disability. In order to provide equal access, students with an identified learning difficulty in an educational- psychological evaluation could be eligible for the following accommodations during exams if the accommodations are approved by the Cambridge Assessment International Education Centre in U.K.:

- alternative venue
- e-texts for literature exams
- up to 25% extra time
- reader including a computer reader
- a scribe, voice activated software
- use of spell check
- exemptions from specific components (for example speaking and listening tests)

Students that do not have a formal diagnosis may also be eligible for accommodations if a VIS teacher with a 5 years relevant working experience applies for it in writing providing a detailed report and evidence for the accommodations. If the suggested accommodations are approved by Cambridge Assessment International Education Centre in U.K. following accommodations could be provided such as:

- colour naming
- covered overlays
- live speakers
- extra time
- prompter
- reading aloud
- reading pens
- separate invigilation
- simple translation dictionaries
- supervised rest breaks
- visual aids (for example magnifying glasses)
- use of computer/word processor

All above mentioned accommodations must be agreed upon by the VIS Cambridge International

Officer in cooperation with the Child Welfare Committee. The Cambridge International Officer must notify Cambridge Assessment International Education Centre in U.K.

Appendix B

**Learning Support
Intervention Plan Form**

This Form is used to initiate Learning Support involvement when a student displays potential barriers to learning. The first step is to design an intervention plan to address areas of concern. The LS teacher is happy to consult with you to identify interventions that may be successful.

This form also serves to guide and document conversations between relevant parties; i.e. teachers, school leadership, parents, outside consultants (with permission)

STUDENT NAME		DATE OF BIRTH		AGE	CLASS	DATE
Full Name:						
COMPLETED BY		EAL		SIBLINGS		
NATIONALITY		MOTHER TONGUE		GENDER		
DATE ENROLLED AT VIS		PRIOR EDUCATIONAL HISTORY				
DATE PARENTS CONTACTED REGARDING REFERRAL		PARENT INPUT				
DATE VISION LAST CHECKED		DATE HEARING LAST CHECKED				

STUDENT STRENGTHS: (academic, language, motor, self-management, social/emotional)

AREAS FOR POSSIBLE LEARNING INTERVENTION: (note observations in academic, language, motor, self-management and/or social/emotional)

ASSESSMENT DATA:

Domain/Subject	Assessment Tool(s)	Results/Date	Results/Dates after Intervention Plan
Literacy	Fountas & Pinnell No Excuse Words PSI 6 Traits Writing Assessment		
Mathematics	EDM Beg and Mid Year Assessments		
Language Acquisition	WIDA		
Units of Inquiry	Formative/Summative Assessments		
Specialties (Art, Music, PE)	Formative/Summative Assessments		

ANY RELEVANT BACKGROUND KNOWLEDGE (eg. previous support, external agency involvement, health/medical, student file, report card comments, parent comments)

INTERVENTION GOALS

INTERVENTIONS/ADDITIONAL STRATEGIES TO BE IMPLEMENTED *Use resources such as PRIM, Instructional Strategies*

DATE INTERVENTION PLAN TO BE REVIEWED:

DATE INTERVENTION PLAN REVIEWED:

SUMMARY OF REVIEW/NEXT STEPS:

POSSIBLE ACTIONS (completed by LS teacher)	DATE
Continue Intervention Plan and Monitor	
Schedule Student Support Team Meeting	
Notify Parents	
Recommend Alternative Support Service: _____	

Appendix C
**Student Support Plan
(Confidential)**
NAME:
DOB:
GRADE/Teacher:
DATE PLAN COVERS:
PREPARED BY:
DATE OF ENTRY TO LEARNING SUPPORT:
DATE OF ENTRY TO VIS:
HOME LANGUAGE:
PARENT/GUARDIAN INFORMATION:
Diagnosis Information:
STUDENT STRENGTHS/CHALLENGES:
Strengths:
Challenges:
STUDENT INTERESTS:
STUDENT SELF-REFLECTION:

What supports have helped you with your academic challenges in the past?
What personal goals do you have for this year?
What do you want your teachers to know about the way that you learn?

PRESENT LEVELS OF PERFORMANCE
MAP Testing Grades 3-5 (all percent scores are %tiles)

	Gr. __ Fall	Gr. __ Spring	Gr. __ Fall	Gr. __ Spring
Math				
Reading				
Lang. Usage				
Lexile Range				

Other Assessment Information

	Date	Results
Fountas and Pinnell Fluency		
Fountas and Pinnell Comprehension		
6 Traits Writing Assessments		
Math (EDM Assessments)		
UOI Assessments		
Lithuanian		
WIDA (if applicable)		

STUDENT GOALS:
Goal One:

Current level of performance:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Objective 5:

Strategies/Person(s) Responsible:

Goal Two:

Current Level of Performance:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Objective 5:

Strategies/Person(s) Responsible:

CLASSROOM ACCOMMODATIONS:

TEST ACCOMMODATIONS:

LEARNING SUPPORT RECOMMENDATIONS:

MEDICATIONS:

https://www.google.com/a/cpanel/vischool.lt/images/logo.gif?service=google_default

ADDITIONAL INTERVENTIONS:

Appendix E. Teacher's Evaluation Form (original)

Mokinio specialiųjų ugdymosi
poreikių (išskyrus atsirandančius
dėl išskirtinių gabumų)
pedagoginiu, psichologiniu,
medicininiu ir socialiniu
pedagoginiu aspektais įvertinimo ir
specialiojo ugdymosi skyrimo
tvarkos aprašo
2 priedas

_____ *Mokykla*

ANKETA

20 m. _____ d.

(sudarymo vieta)

Mokinio vardas ir pavardė _____

Gimimo data _____ klasė _____ adresas, tel. numeris, el.paštas _____

Dalykas (-ai) _____

1. Mokinio gebėjimai _____

2. Klasė, kurios bendrųjų programų reikalavimus atitinka mokinio gebėjimų ir pasiekimų lygis

3. Kada buvo pastebėtos ugdymosi problemos _____

_____ 4.

Ugdymosi sunkumai _____

5. Elgesio problemos_____

6. Ugdymosi būdai, metodai ir kita pagalba, kuri buvo taikoma siekiant įveikti ugdymosi sunkumus_____

7. Pagalba, kurios mokytojas tikisi iš Mokyklos vaiko gerovės komisijos_____

Mokytojas(-ai)

(Vardas ir pavardė, parašas)

Appendix Ea. Teacher's Evaluation Form (translated)

Mokinio specialiųjų ugdymosi
poreikių (išskyrus atsirandančius
dėl išskirtinių gabumų)
pedagoginiu, psichologiniu,
medicininiu ir socialiniu
pedagoginiu aspektais įvertinimo ir
specialiojo ugdymosi skyrimo
tvarkos aprašo
2 priedas

_____ *School* _____

TEACHER'S EVALUATION FORM

20 m. _____ d.

_____ *(place)* _____

Student's name and surname _____

DOB _____ Grade _____ address, phone number, e-mail _____

Subject(s) _____

1. Student's strengths _____

2. Student's strengths and achievement level corresponding to grade level
framework _____

3. When were the problems noticed _____

arning difficulties _____

4.Le

5. Behavioral issues_____

6. Learning techniques and interventions that have been implemented in order to support learning_____

7. Help that teacher seeks from the School's Child Welfare Committee_____

Teacher's name and surname, signature

Appendix F. Parental/Guardian Consent form to Child Welfare Committee (original)

Mokinio specialiųjų ugdymosi
poreikių (išskyrus atsirandančius
dėl išskirtinių gabumų)
pedagoginiu, psichologiniu,
medicininiu ir socialiniu
pedagoginiu aspektais įvertinimo ir
specialiojo ugdymosi skyrimo
tvarkos aprašo
4 priedas

(Sutikimo forma)

Vieno iš tėvų (globėjų, rūpintojų) vardas ir pavardė

Gyvenamosios vietos adresas, tel. numeris ir pavardė

Mokyklos Vaiko gerovės komisijai

SUTIKIMAS

(data)

Sutinku, kad mokyklos Vaiko gerovės komisija įvertintų mano sūnaus (dukters) ar globotinio, rūpintinio(-ės) _____galias ir _____(vardas, pavardė) sunkumus bei nustatytų ugdymosi sunkumų priešastis.

Sutinku, kad duomenys, susiję su mano vaiko specialiaisiais ugdymosi poreikiais, reikalingi mokinio krepšeliui apskaičiuoti, būtų teikiami mokinių apskaitai ir mokinių duomenų bazei.

Vienas iš tėvų (globėjų, rūpintojų)

(parašas)

(vardas, pavardė)

Appendix G. Parental/Guardian Consent form to Educational and Psychological Services (original)

Mokinio specialiųjų ugdymosi
poreikių (išskyrus atsirandančius
dėl išskirtinių gabumų)
pedagoginiu, psichologiniu,
medicininiu ir socialiniu
pedagoginiu aspektais įvertinimo ir
specialiojo ugdymosi skyrimo
tvarkos aprašo
6 priedas

(Sutikimo forma)

Vieno iš tėvų (globėjų, rūpintojų) vardas ir pavardė

Gyvenamosios vietos adresas, tel. numeris ir pavardė

Tarnybai

SUTIKIMAS

(data)

Sutinku, kad Tarnyba įvertintų mano sūnaus (dukters) ar globotinio rūpintinio(-ės)
_____galias ir sunkumus bei
(vardas, pavardė)

nustatytų ugdymosi sunkumų priežastis ir specialiuosius ugdymosi poreikius.

Sutinku, kad duomenys, susiję su mano vaiko specialiaisiais ugdymosi poreikiais,
reikalingi mokinio krepšeliui apskaičiuoti, būtų pateikiami mokinių apskaitai ir mokinių duomenų
bazei.

Vienas iš tėvų (globėjų, rūpintojų)

(parašas)

(vardas, pavardė)

Appendix H. Special Needs Assessment Form (original)

Mokinio specialiųjų ugdymosi
poreikių (išskyrus atsirandančius
dėl išskirtinių gabumų)
pedagoginiu, psichologiniu,
medicininiu ir socialiniu
pedagoginiu aspektais įvertinimo ir
specialiojo ugdymosi skyrimo
tvarkos aprašo
5 priedas

(Pažymos forma)

_____ *Mokykla*

**VAIKO GEROVĖS KOMISIJOS
PAŽYMA DĖL SPECIALIŲJŲ UGDYMO SI POREIKIŲ PIRMINIO/PAKARTOTINIO įvertinimo**

_____ *Data ir registracijos numeris*

_____ *Vieta*

Mokinio vardas ir pavardė _____
Gimimo data _____ Adresas, telefono numeris, el. paštas _____

Gyvenimo ir ugdymo sąlygos namie _____
Mokinio sveikatos sutrikimai (išrašas iš vaiko sveikatos pažymėjimo (Forma Nr. 027-1/a), naudojimas
techninės pagalbos priemonėmis _____

Klasė(grupė) _____ Kurso kartojimas _____

Kalba, kuria kalba namie _____ Kalba, kuria mokosi _____

Įvertinimas: pirminis, pakartotinis (reikiamą pabraukti).

Jeigu mokinys vertinamas pakartotinai, paskutinio įvertinimo data _____

Mokinio galios _____

Ugdymosi sunkumai _____

1. Psichologinis vertinimas:

1.1. Vertinimo instrumentai _____

1.2. Galios (nurodomos mokinio (vaiko) pažinimo, veiklos organizacijos, elgesio, asmenybės ir kt. stipriosios sritys, palyginti su teorinės normos standartais ir mokinio (vaiko) individualiais gebėjimais

1.3. Sunkumai (nurodomos mokinio (vaiko) pažinimo, veiklos organizavimo, elgesio, asmenybės ir kt. silpnosios sritys, palyginti su teorinės normos standartais ir mokinio (vaiko) individualiais gebėjimais _____

1.4. Psichologinio vertinimo išvada _____

2. Logopedinis vertinimas:

2.1. Galios (nurodomi vaiko kalbėjimo ir kalbos gebėjimai) _____

2.2. Sunkumai (nurodomi vaiko kalbėjimo ir kalbos sutrikimai ir sunkumai) _____

2.3. Logopedinio vertinimo išvada _____

3. Pedagoginis vertinimas:

3.1. Mokymosi pasiekimai (nurodomi atskirų mokymosi dalykų pasiekimai) _____

3.2. Mokymosi sunkumai _____

3.3. Pedagoginio vertinimo išvada _____

4. Kitų specialistų vertinimas _____

Išvada apie mokinio specialiųjų ugdymosi poreikių (išskyrus atsirandančius dėl išskirtinių gabumų) grupę (negalia, sutrikimą, mokymosi sunkumus) _____

Išvada apie specialiųjų ugdymosi poreikių (išskyrus atsirandančius dėl išskirtinių gabumų) lygį (nedideli, vidutiniai, dideli, labai dideli) _____

Rekomendacijos dėl tolesnio ugdymo (Švietimo pagalbos skyrimo, Įvertinimo tarnyboje, specialiojo ugdymosi skyrimo ir kt.) _____

Mokyklos Vaiko gerovės komisijos vadovas:

(Vardas, pavardė, parašas)

Mokyklos Vaiko gerovės komisijos nariai:

Susipažinau:

(vieno iš tėvų (globėjų, rūpintojų) parašas, vardas, pavardė)