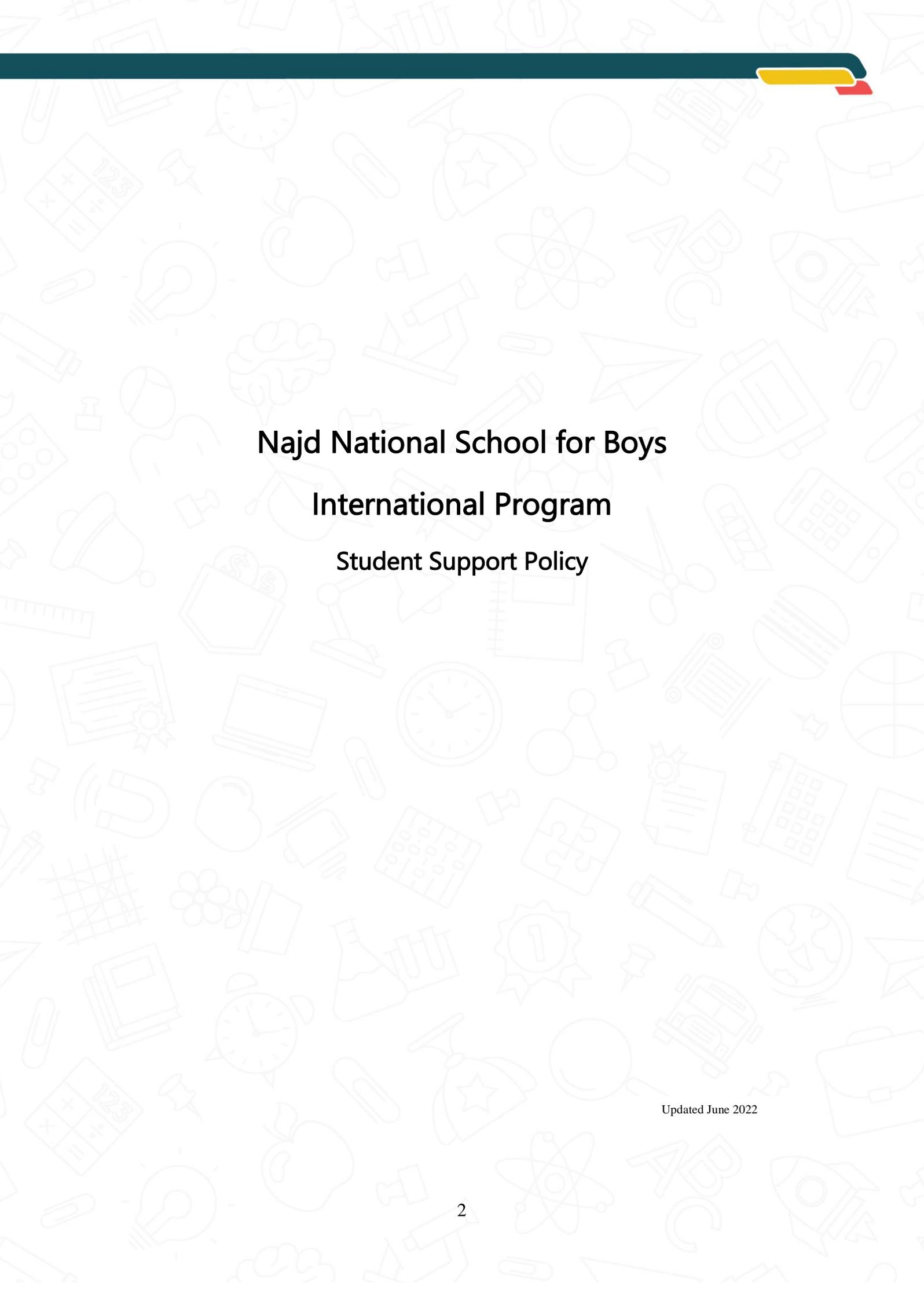




Najd National Schools
International Program

Student Support Policy





Najd National School for Boys
International Program
Student Support Policy

Updated June 2022



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Najd National Schools-International Program Guiding Statements

Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

Policy Statement

The Student Support Team (SST) is committed to meeting the unique needs of students with learning deficits. We follow a rigorous procedure for assessing and evaluating students who are struggling to acquire knowledge and skills. Our main purpose is to bridge the academic, emotional, and communicational gaps that hinder the full integration of these students into the school system and the human society. Our Student Support Team alongside subject teachers provide guidance and encouragement to these students on their way to achieving the best version of themselves.

Scope

The scope of this policy applies to faculty, counselors, students, and students' guardians.

Objectives

This policy outlines how the school will identify and support students facing difficulties in learning Math and English and how to help them earn and develop their full potential.

The Student Support Team

The team is made up of:

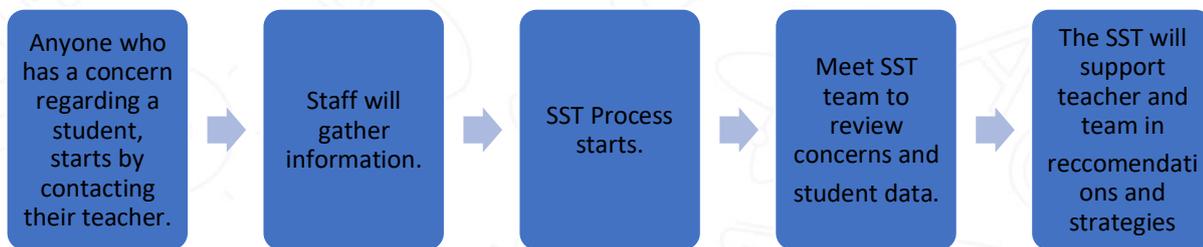
1. Head of Support Team
2. Student Counselors
3. Career Counselor
4. ELA Support Teacher
5. Math Support Teacher

The Student Support Team

- Meets regularly around student academic and social, emotional, and behavioral well-being of students.
- Provides support to teachers and students in a timely manner
- Communicates with families
- Develops support plans that take the student's strengths, abilities and needs into consideration

- 
- Makes sure that support plans are helping student's become more successful in school
 - Focuses on solutions
 - Supports classroom teachers & parents throughout the intervention process

The Process



* Parents will be informed of the process and supports.

Procedures

- The support process will be available for a limited number of students; the targeted students will be identified by the subject teacher and support teacher.
- Each learning area is resourced to meet the requirements of each student's specific needs providing personalized intervention and support.
- All intervention offered by the SST is delivered either individual or in small group specialized teaching online outside teaching hours.
- Referrals to the SST are submitted by either the student's class/subject teacher, homeroom teacher, or the student counselor. **(Using the referral form).**
- Once a referral has been submitted to the SST, they will gather further evidence and carry out observations where needed. Other student data including records of academic achievement, prior teacher referrals, standardized test scores, and attendance records.
- When students are identified as requiring extra help, the situation is discussed with the parents and their permission is obtained before conducting the necessary intervention.
- Student academic and social progress is monitored at regular intervals to inform further intervention.



Confidentiality

All staff involved with the SST should commit themselves to maintain discretion regarding any confidential information that may be communicated to them. They are expected to respect and to be responsible for the student's privacy and must not discuss student information with other members of the school community. Disclosure of confidential information should be done only within limits and with the aim to promote the student's welfare and ability to function perform better.

Math Support

Introduction:

Math is one of the important subjects in a student development life if not the most important. It is essential that a student has a strong base to move from one class level to another, since it is all connected. The first thing a parent teaches his child is numbers, for that, students should be gradually involved in this process since day one. Indeed, some students find it hard to keep up due to not being observed and thoroughly evaluated for their progress. This is where the role of SST comes, to discover the root of the problem and solve it to attain academic goals.

Struggling Student Evaluation:

Teachers need to employ a wide variety of strategies to develop understanding of math concepts and encourage positive attitudes. No student is weak; they just lack some foundational information and are unable to see the larger picture, make associations, or remember basic facts.

An ideal strategy to evaluate a student would be at the beginning of the school year by giving him a diagnostic quiz on day 1 or 2 of the school year. The quiz will include basic problem-solving questions that were tutored during the past two school years. This test will shed light on the students who have difficulty with basic math operations and word problems, thus the grading scale will be a percentage wise, and each question will have a different weight based on its difficulty level, and so the passing grade will depend on several criteria. Students who did not obtain a passing grade will be further evaluated. These grades will be conveyed to the parents so that they can track the progress of their kids. The school will keep record for future use that will be explained throughout this strategical plan.

On the other hand, to further review the students, it is advised to proceed with classroom evaluation such as engaging students during regular class sessions by asking them to participate in solving problems to a lesson recently explained. For instance, choose a student to solve a problem; try to assist him to a certain extent to see his response and how he will go with completing it, and let him explain his reasoning while solving it. For the



teacher to determine if every student truly understands the objective of the class period, it's necessary for each student to communicate both orally and in writing. If a student struggles and performs poorly, it means he needs to proceed with the program of SST. It is recommended that this evaluation process will continue for the whole week.

SST Strategy Program:

In order to guarantee a better outcome for the students placed on the SST and for them to keep up with their classmates and display better results, the previously discussed points lead us to unveil the key factors that will be focused on during this program.

1. Providing Explicit Instruction

Explicit instruction can be used to model how to solve target problems step by step. Students who need intervention instruction typically fail to look for relationships or make connections among mathematical ideas on their own. They need help building new learning on what they already know. For example, how to connect the meaning of multiplication to what they already know about addition (that 7×4 can be thought of as combining 7 groups of 4). Ultimately this will help reinforce their understanding for all multiplication problems. Eventually this will also allow them to calculate groups of other numbers— 7×2 , 7×3 , and so on—and look at the numerical pattern of these products. It is essential to provide many experiences like these, carefully sequenced and paced, to prepare students to comprehend ideas like how 7×9 connects to 7×8 . The combination of explicit instruction and visual reminders allows students to engage more meaningfully in discussions and activities throughout class.

2. Decoding Word Problems

It is common for struggling math students to also be struggling readers. Adapting instruction to a variety of learning styles can be useful, as it encourages students to “read aloud” about how they approach math problems and how they visualize instructions in the reading of word problems involving strategies, rereading, and highlighting important words. This enables students to understand their underlying structure, choose appropriate operations and models to solve the problem, and develop strategies to represent their



solution. Explaining to students how to walk through every word of the problem will enable them to interpret word problems and choose an operation to solve.

3. Building Confidence

The main problem for struggling students to attain good performance is confidence.

Building confidence is a key factor to support students to grow out of this phase. An ideal way would be to put them in groups, allow them to share ideas on how to solve a problem and choose one of the teams to come up to the board to solve the problem and discuss it.

Praise the performance of the student after solving the problem enhances his confidence to participate further and think aloud comfortably knowing that doing a mistake is also a way to learn.

4. Encouraging Questioning

Building confidence leads to more encouragement in class work activities and to more questioning about problems. While some students tend to be shy to participate, it is fundamental to encourage them to ask about a matter they did not understand. Start by selecting a student to solve a problem and allow him to ask even a minor irrelevant question. If this question feels silly to you, his problem lies in fact in this small misunderstanding, so it's crucial to allow him to be curious, to have a better view of the matter and build his own imagery of this problem solving.

5. Sharing Positive Attitudes about Math

Math is considered a difficult subject and struggling students lose interest in it. To regain interest, performing class activities can be helpful. This may include teamwork, visual activity, math games and home projects; hence students will enjoy math and will change the way they approach it.

Conclusion:

If the teaching staff team follow the above discussed strategy, the students should start to reflect a relative level of improvement in a remarkable time . Not only will they improve their grading level, but also they will gain confidence and participate more in class. Parents can track the progress through weekly reports that will be shared on the system. If necessary, meetings will be held to discuss enhanceive methods to help the student work at home.

English Language Support

Introduction

Najd International School is fully committed to equal opportunity strategies and policies.

We celebrate inclusion and empower all students because we believe that a school environment that embraces people with disabilities is a better environment for everyone.

NNS' emphasis on providing continuous language support pushed NNS to provide language development efforts within all-day educational offers and after-school support and developing concepts of multilingualism.

Support in schools is provided by EAL specialist teacher to ensure that students and their parents receive important information and to facilitate dialogue between all those involved in the education and wellbeing of students.

Role of the EAL SST

- Strengthen and promote quality teaching and learning practices to ensure that all English learners have equal access, participation and participation in order to achieve high quality outcomes across the curriculum
- Establish home-school links for EAL students and families
- Support the health and well-being of all EAL students by promoting the cultural responsiveness of staff, students and the school community to ensure that all EAL students feel safe, valued and committed to learning.

The Process

Objectives

Our objectives are to:

1. Diagnose our students and try to find their points of weakness.
2. Discuss their situation with their parents and with the administration.
3. Try to remedy these points of weakness
4. Help the students to become more confident and responsible.
5. Encourage the student to be independent and use English in a relaxed way to improve themselves.

Diagnosis

To diagnose our students, we do the following:

1. Ask their previous teachers about their weaknesses.
2. Consult their current teachers.
3. Prepare some diagnostic tests.
4. Consult parents and guardian of their children's needs.

Actions

In order to progress and achieve the same level of educational achievement as their peers, EAL support students receive support in developing their English proficiency through:

- **Learning to Speak English:** Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. This can be achieved by creating small groups and giving them a topic for discussion and by giving the student passages to read and try to summarize them orally. The following activities can be useful: Discussion, brainstorming, role playing, storytelling and picture describing. Therefore, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students



more active in the learning process and at the same time make their learning more meaningful and fun for them.

- **Learning to listen to and understand spoken English:** Teaching listening skills is possibly the hardest part of our job as EFL teachers. It is much harder when you teach listening to Young Learners in a non-English-speaking environment. With very little English exposure at home or in schools in countries where English is not widely spoken, Students need thorough guidance in approaching listening. Listening is one of the key language skills for children's language development. The children listening classroom needs to relate listening tasks and materials to children's experiences in real life and help develop strategies to decode messages effectively. In order to teach listening (not testing or practicing) effectively, teachers should re-think what they do in the classroom and make choices: use authentic materials as input, design motivating tasks not comprehension questions, make use of textual and contextual resources, make listening purposeful and fun .
- **Learning to read English:** Some kids have a disability that makes reading difficult to learn. Others come to school without the literacy experiences they need to become readers. Some children struggle because they've received poor or inadequate reading instruction. The more risk factors a child has, the more likely it is that he or she will encounter reading problems. Comprehension is the reason for reading. Good readers think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text.
- **Phonics and Decoding:** Children's reading development is dependent on their understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language.
- **Phonological and Phonemic Awareness:** Phonological awareness is the ability to recognize and manipulate the spoken parts of words — including rhymes, syllables, and phonemes. This can be achieved by continuing their study through the curriculum while studying English and by learning different subjects. Furthermore, they will be helped to use English regularly and to read books for fun and for



personal needs. In addition to an excellent reading curriculum, these factors play a critical role in helping students become strong readers: a teacher's skill with classroom management, differentiated instruction, working with the students' parents, and other interferences to help struggling readers.

- **Learning to write English:** A child's writing development parallels their development as a reader. Writing is a complex task that balances purpose, audience, ideas and organization with the mechanics of writing (sentence structure, word choice, and spelling). The students will start by learning spelling and by using new words in meaningful sentences. Later, they will try to join these sentences using transition items and sentence openers.

Finally, students should be able to form paragraphs using a topic sentence and specific details to support it. The teacher will use the IXL program and different types of media such as videos and PowerPoint presentations to achieve these goals.

Conclusion:

Therefore, the most important idea is to make the students use the language regularly and to become exposed to it more often. The parents should try to help their children by encouraging them and by providing some media and different ways to use the language.

The students will be confident and will have to work individually to improve themselves.

Appendix

Student Support Team Referral

Name: Student Name	Referral Date: Choose Date
Subject: Choose Subject	Rereferring Person: Name of referring Person
Grade and Section: Choose Grade and Section.	

Reason For Referral:

Click or tap here to enter text.

Describe Student's Strengths/Challenges: (Please include information on academics, behavior and any other relevant information.)

Click or tap here to enter text.

Modifications / Strategies that have been tried so far in the classroom:

Click or tap here to enter text.

Results Of These Measures:

Click or tap here to enter text.

Parental Approval:

I have read this referral form and have added my comments below:

I hereby give permission for my son [Click to enter student name.](#)

To attend the support classes

(Parent/Guardian) (Date): Choose Date

Mathematics Support Plan

Name: Student Name	Date: Choose Date
Subject: Choose Subject	Support Teacher: Name of support teacher
Grade and Section: Choose Grade and Section.	Area of Strength: Click or tap here to enter text.
Subject Teacher: Name of Subject Teacher	Areas to be developed: Click or tap here to enter text.
Current Academic Goal/s: Click or tap here to enter text.	

<i>Math Goal area</i>		<i>Low</i>	<i>Low Avg</i>	<i>Avg</i>	<i>High Avg</i>	<i>High</i>
<i>Ratios and Proportional Relationships</i>	<input type="checkbox"/> <i>Ratios and Rates</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Fractions, Decimals, & Percent</i>	<input type="checkbox"/>				
<i>The Number System</i>	<input type="checkbox"/> <i>Compute with Multi-Digit Numbers</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Multiply and Divide Fractions</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Integers & the Coordinate Plane</i>	<input type="checkbox"/>				
<i>Expressions & Equations</i>	<input type="checkbox"/> <i>Expressions</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Equations</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Functions & Inequalities</i>	<input type="checkbox"/>				
<i>Geometry</i>	<input type="checkbox"/> <i>Area</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Volume & Surface Area</i>	<input type="checkbox"/>				
<i>Statistics & Probability</i>	<input type="checkbox"/> <i>Statistical Measures</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Statistical Displays</i>	<input type="checkbox"/>				

Math Goal area		Low	Low Avg	Avg	High Avg	High
Number and Operations base ten	<input type="checkbox"/> <i>Add & Subtract</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Multiplication</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Division</i>	<input type="checkbox"/>				
Operations and Algebraic Thinking	<input type="checkbox"/> <i>Patterns & Sequence</i>	<input type="checkbox"/>				
Number and Operations-Fraction	<input type="checkbox"/> <i>Fractions</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Decimals</i>	<input type="checkbox"/>				
Measurement and Data	<input type="checkbox"/> <i>Customary & Metric</i>	<input type="checkbox"/>				
	<input type="checkbox"/> <i>Perimeter & Area</i>	<input type="checkbox"/>				
Geometry	<input type="checkbox"/> <i>Geometry</i>	<input type="checkbox"/>				

Mathematics Accommodations	
<input type="checkbox"/> <i>use of manipulatives</i>	<input type="checkbox"/> <i>highlight the process signs on worksheets</i>
<input type="checkbox"/> <i>use visual aids</i>	<input type="checkbox"/> <i>reduce new skills into smaller steps</i>
<input type="checkbox"/> <i>matrix needed</i>	<input type="checkbox"/> <i>use formula/data sheet</i>
<input type="checkbox"/> <i>chunk tasks, questions</i>	<input type="checkbox"/> <i>use of calculator</i>
<input type="checkbox"/> <i>review language of math for new concepts</i>	<input type="checkbox"/> <i>have word problems read to students</i>
<input type="checkbox"/> <i>check comprehension by questioning</i>	<input type="checkbox"/> <i>extra review/drill of facts</i>
<input type="checkbox"/> <i>check comprehension by having student explain task</i>	<input type="checkbox"/> <i>use of card/board/online games</i>
<input type="checkbox"/> <i>provide self-check methods</i>	<input type="checkbox"/> <i>IXL</i>
<input type="checkbox"/> <i>other</i> Click or tap here to enter text.	

Support Teacher Signature:

Head of Support Signature:

Subject Teacher Signature:

Guardian Signature:

Mathematics Follow-up Report

Name: Student Name	Date: Choose Date
Subject: Choose Subject	Subject Teacher: Name of Subject Teacher
Grade and Section: Choose Grade and Section.	Support Teacher: Name of Support Teacher
Current Academic Goal/s: Click or tap here to enter text.	

Describe the goals that had been supported: (Please include information on academics, behavior and any other relevant information.)

Click or tap here to enter text.

Modifications / Strategies that have been applied:

Click or tap here to enter text.

Results Of These Measures:

Click or tap here to enter text.

Recommendations:

Click or tap here to enter text.

Support Teacher Signature:

Head of Support Signature:

Subject Teacher Signature:

Guardian Signature:

EAL Support Plan

Name: Student Name	Date: Choose Date
Subject: Choose Subject	Support Teacher: Name of support teacher
Grade and Section: Choose Grade and Section.	Area of Strength: Click or tap here to enter text.
Subject Teacher: Name of Subject Teacher	Areas to be developed: Click or tap here to enter text.
Current Academic Goal/s: Click or tap here to enter text.	

Student Performance Chart # 1						
<i>Reading Skills*</i>	<i>always</i>	<i>usually</i>	<i>often</i>	<i>rarely</i>	<i>seldom</i>	<i>never</i>
<input type="checkbox"/> When given a grade-level text, STUDENT will read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems). (Use objectives to make this specific and measurable.)	<input type="checkbox"/>					
<input type="checkbox"/> The student will demonstrate reading comprehension of print texts with minimum assistance given	<input type="checkbox"/>					
<input type="checkbox"/> When presented with text on his instructional level, the student will use context clues to determine the meaning of unfamiliar words in reading materials with 80% accuracy, as measured by written work samples	<input type="checkbox"/>					
<input type="checkbox"/> After reading or looking at a simple storybook, STUDENT will identify the main idea 80% of the time 4 of 5 trials.	<input type="checkbox"/>					
<input type="checkbox"/> Given minimum assistance, the student will read a short story (up to two paragraphs) and answer rotating who, what and where questions, why questions and how questions in 4/5 recorded opportunities.	<input type="checkbox"/>					
<input type="checkbox"/> When asked, STUDENT will identify homonyms, synonyms, and antonyms and use appropriately in sentences with 80% accuracy	<input type="checkbox"/>					

<input type="checkbox"/> After reading a story, STUDENT will identify the effect of a certain action with 80% accuracy.	<input type="checkbox"/>					
<input type="checkbox"/> After reading a short passage and answering comprehension questions, STUDENT will locate, in the text, information to support answers	<input type="checkbox"/>					
<input type="checkbox"/> After reading a short passage, STUDENT will use implied meaning to answer comprehension questions, 4/5 times with 80% accuracy.	<input type="checkbox"/>					
<input type="checkbox"/> The student will answer inferential questions (i.e. “How does the <u>main character</u> feel after the event?”) regarding print text with minimum assistance given 4/5 recorded opportunities	<input type="checkbox"/>					
<p>Lightener, L. (2020, March 7). 40 IEP Goals for Reading Comprehension Strategies Evaluations. Adayinourshoes.Com. Retrieved December 25, 2021, from https://adayinourshoes.com/reading-comprehension-strategies/</p>	<input type="checkbox"/>					

Student performance chart # 2						
Writing Skills*	always	usually	often	rarely	seldom	never
<input type="checkbox"/> Write the main idea with some supporting details on a topic.	<input type="checkbox"/>					
<input type="checkbox"/> research and write to convey understanding of a topic using at least one resource.	<input type="checkbox"/>					
<input type="checkbox"/> Write clear, focused main ideas and supporting details on a topic.	<input type="checkbox"/>					
<input type="checkbox"/> Revise writing for the development of the main idea with supporting details.	<input type="checkbox"/>					
<input type="checkbox"/> Include some relevant facts and details on a chosen topic.	<input type="checkbox"/>					
<input type="checkbox"/> Write a sentence that connects related ideas that maintain a topic.	<input type="checkbox"/>					
<input type="checkbox"/> Demonstrate organization by developing a beginning, middle, and ending using some transition words (e.g., first, next, then).	<input type="checkbox"/>					
<input type="checkbox"/> Write paragraphs in which sentences are related to the topic.	<input type="checkbox"/>					
<input type="checkbox"/> Write paragraphs containing a stated main idea and a closing sentence.	<input type="checkbox"/>					
<input type="checkbox"/> Edit writing to use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., therefore, on the other hand).	<input type="checkbox"/>					
Lightner, L. (2021, December 7). 7 Measurable IEP Goals for Writing Skills Expression Fluency Content. A Day in Our Shoes. Retrieved December 23, 2021, from https://adayinourshoes.com/7-measurable-iep-goals-for-writing-skills/	<input type="checkbox"/>					



Student performance chart # 3					
<i>Speaking and Listening Skills</i>	<i>always</i>	<i>usually</i>	<i>often</i>	<i>rarely</i>	<i>seldom</i>
<input type="checkbox"/> <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>Follow agreed-upon rules for discussions and carry out assigned roles.</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>Review the key ideas expressed and explain their own ideas and understanding considering the discussion.</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>Identify the reasons and evidence a speaker provides to support points.</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i>	<input type="checkbox"/>				
<input type="checkbox"/> <i>differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</i>	<input type="checkbox"/>				



EAL Accommodations	
Reading Accommodations	
<input type="checkbox"/> <i>Audio Books</i>	<input type="checkbox"/> <i>Small group instruction</i>
<input type="checkbox"/> <i>Paired Reading</i>	<input type="checkbox"/> <i>Varied reading strategies</i>
<input type="checkbox"/> <i>matrix needed</i>	<input type="checkbox"/> <i>Summarize reading/story content using graphic organizers</i>
<input type="checkbox"/> <i>Use tracking device</i>	<input type="checkbox"/> <i>IXL</i>
<input type="checkbox"/> <i>Highlight material</i>	
<input type="checkbox"/> <i>other</i> _Click or tap here to enter text.	
Writing Accommodations	
<input type="checkbox"/> <i>Organizational assistance/story maps</i>	<input type="checkbox"/> <i>Allow extra time</i>
<input type="checkbox"/> <i>Chunk written tasks</i>	<input type="checkbox"/> <i>Use of scribe/carbonless paper for notetaking</i>
<input type="checkbox"/> <i>Personal wordbook</i>	<input type="checkbox"/> <i>Editing assistance</i>
<input type="checkbox"/> <i>Written retell activities</i>	<input type="checkbox"/> <i>IXL</i>
<input type="checkbox"/> <i>other</i> _Click or tap here to enter text.	
Writing Accommodations	
<input type="checkbox"/> <i>allow time to respond</i>	<input type="checkbox"/> <i>develop student's skills for requesting clarification</i>
<input type="checkbox"/> <i>use cues to help word retrieval</i>	<input type="checkbox"/> <i>use oral response tasks</i>
<input type="checkbox"/> <i>use cues to explain idioms, multiple meanings</i>	<input type="checkbox"/> <i>model word pronunciation</i>
<input type="checkbox"/> <i>student retells instructions, new information</i>	<input type="checkbox"/> <i>IXL</i>
<input type="checkbox"/> <i>other</i> _Click or tap here to enter text.	

Support Teacher Signature:

Head of Support Signature:

Subject Teacher Signature:

Guardian Signature:

EAL Follow-up Report

Name: Student Name	Date: Choose Date
Subject: Choose Subject	Subject Teacher: Name of Subject Teacher
Grade and Section: Choose Grade and Section.	Support Teacher: Name of Support Teacher
Current Academic Goal/s: Click or tap here to enter text.	

Describe the goals that had been supported: (Please include information on academics, behavior and any other relevant information.)

Click or tap here to enter text.

Modifications / Strategies that have been applied:

Click or tap here to enter text.

Results Of These Measures:

Click or tap here to enter text.

Recommendations:

Click or tap here to enter text.

Support Teacher Signature:

Head of Support Signature:

Subject Teacher Signature:

Guardian Signature: