

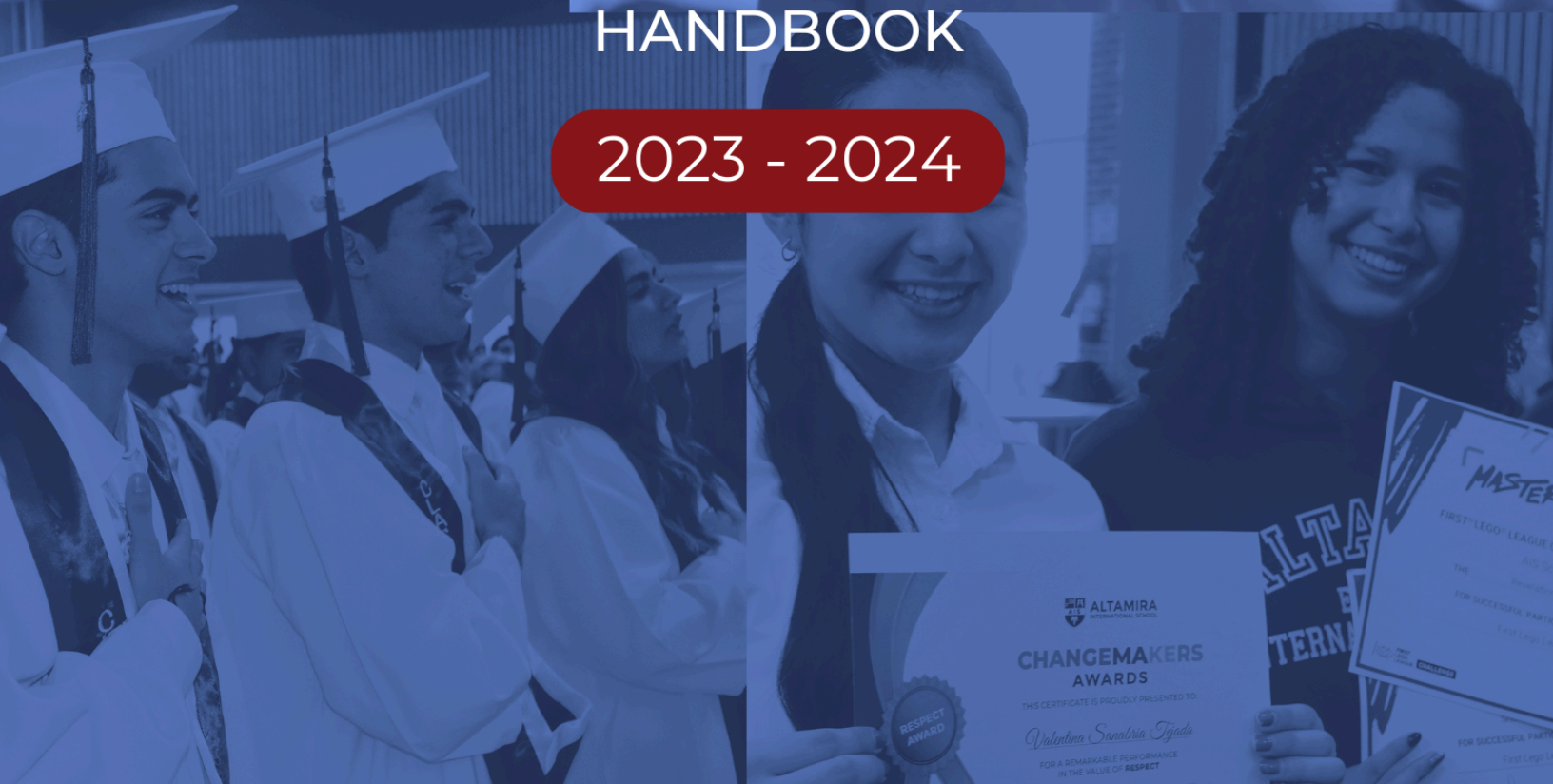


ALTAMIRA
INTERNATIONAL SCHOOL

ACADEMIC SUPPORT SYSTEM

HANDBOOK

2023 - 2024



AIS



ALTAMIRA
INTERNATIONAL SCHOOL





1. Introduction

The Altamira WIN Center offers students from **Nursery, PK, K, 1st & 2nd grade** a well-rounded program to meet students' social, emotional and academic needs. It's based on an SEL curriculum where Individuals learn to understand and manage emotions, set and achieve goals, feel and show empathy, establish and maintain positive relationships, and make responsible decisions. Also, provide strategies to help students with different learning styles to develop their strengths, satisfy their needs and reach their full potential through Neuropsychology (Cognition), Speech (Communication) and Motor Development (Corporality). WIN students receive adjustments and accommodations needed within the classroom to make their learning significant. Our main goal is to reduce behavioral and academic difficulties by maximizing student achievement. The center integrates both evaluation and intervention within a prevention system.

This service is offered at Pre-School and is aimed at providing additional instruction and practice to those students who require it to reach their goals. It seeks to prevent future academic difficulties and enhance learning opportunities. We aim to satisfy personal and academic needs of each of the students, respecting learning styles and recognizing their own potential. There's a strong foundation in the learning process of English and Mathematics. It is designed to work with intervention in and out of class depending on the needs of the student.

2. Key Components:

Social-Emotional Learning (SEL) Curriculum: AIS employs an SEL curriculum to help individuals understand and manage emotions, set and achieve goals, practice empathy, establish positive relationships, and make responsible decisions.

2.1 Areas of intervention:

- **Neuropsychology:** Students cognitive skills are evaluated, Reading and writing processes, Attention, Visuomotor skills, Fine motor skills, Executive functions.
- **Speech Therapy:** The awareness of all of the sounds (language and environmental) It is the ability to hear and distinguish sounds. Phonological awareness skills develop with age and are required for children to be able to make letters and sounds go together in words. For all children , phonological awareness skills need to be in place before we can expect them to use new sounds in words, in other words it is a prerequisite for reading and writing skills. Phonological awareness



- Phonics
 - Articulation
 - Comprehension
 - Expression
- **Motor Development:** Gross motor skills are developed as same as equilibrium, coordination, planning and strength.

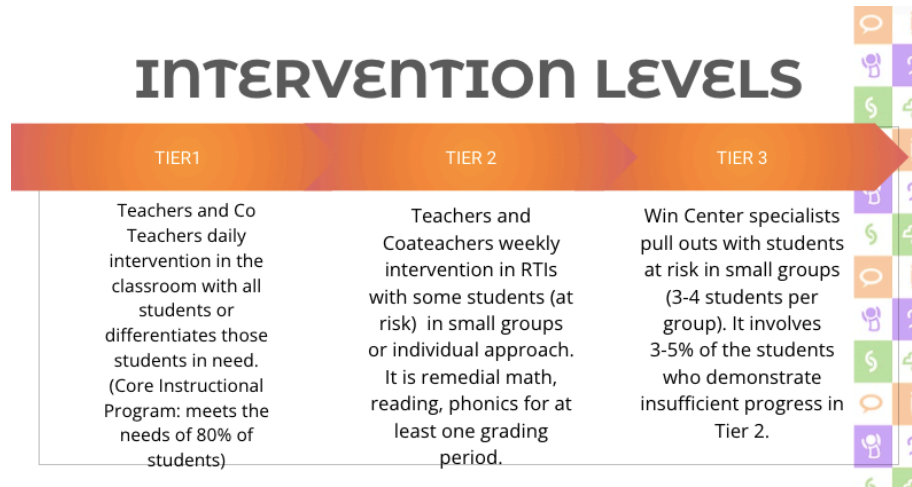
Strategies are incorporated to cater to different learning styles, allowing students to develop their strengths and reach their full potential.

- **Classroom Adjustments and Accommodations:** Students receive necessary adjustments and accommodations within the classroom to enhance the significance of their learning experience.

2.2. Counselor and Win Center Involvement:

Response to Intervention (RTI) Approach: AIS follows a three-tiered RTI approach:

- **Tier 1:** Teachers address academic and behavioral themes for all students in the classroom.
- **Tier 2:** Small groups receive targeted intervention, and teachers collaborate with the Win Center for follow-up strategies.
- **Tier 3:** Students with persistent difficulties receive individualized attention inside and outside the classroom, involving emotional and academic support.





Counselor and Win Center Involvement:

- Section counselors address emotional and behavioral issues, while Win Center focuses on cognitive and academic needs.
- **Psychoeducational tests** may be conducted, and based on results, external therapies or tutoring may be recommended.
- **Progress Monitoring:** Student progress is tracked through various assessments, including tests, homework, class activities, oral participation, and **Dibels tests** three times a year.

3. Protocol Implementation:

- **Identification:** Identify students with academic or behavioral concerns through ongoing assessments and teacher observations.
- **Tiered Intervention:** Implement Tier 1 support for all students, progressing to Tiers 2 and 3 as needed based on the duration and effectiveness of interventions.
- **Collaboration:** Foster collaboration between teachers, counselors, and the Win Center to ensure a holistic approach to student support.
- **Individualized Plans:** Develop individualized academic plans for students in Tier 2 and Tier 3, incorporating specific strategies to address their needs.
- **Communication and Follow-Up:** Maintain open communication with parents regarding student progress and collaborate with external resources when necessary.