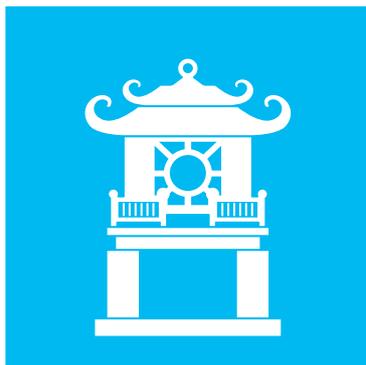




GUIDE TO LEARNING SUPPORT



LEARNING TO INSPIRE

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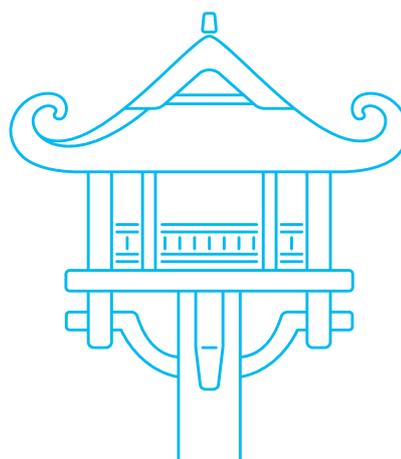
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Guide to Learning Support at UNIS Hanoi



UNIS Hanoi Learning Support Guiding Statement (Feb 2019)

We believe:

- In supporting access to inclusive, authentic, and challenging learning experiences;
- Neuro diversity enriches our wider school community
- Students have and can learn through their strengths
- Equitable learning opportunities generate success

Inclusion at UNIS Hanoi

UNIS Hanoi celebrates the talents and diversity of its students and acknowledges the right of every learner to be empowered and successful in his/her learning. At UNIS Hanoi inclusion is facilitated through:

- Collaboration for the success of all students
- Mutual respect of all stakeholders
- Support within our defined capacities
- Solution oriented action for learner variability

Student success is an ongoing process and the responsibility of all

to provide personalised pathways and remove barriers to success.

UNIS Hanoi Strategy 2020: Excellent Learning and Differentiation

Inclusion at UNIS Hanoi is realised through our Strategy 2020 “Values in Action” which asks us to imagine a world in which learning is personalised and learners are at the centre of their own learning. The first goal of the School’s Strategy is a commitment to excellent learning, as part of this commitment we provide teaching that appreciates each student’s unlimited potential.

At UNIS Hanoi we aim to ensure students are included,

appropriately challenged and experience success, differentiation is key to this success. The IB programme states that, “By providing students with multiple means of representation, action, expression, and engagement ... students are given equal opportunities to learn.” UNIS Hanoi teachers differentiate by finding multiple and diverse approaches to work with all their students’ unique ways of learning, and support individual pathways to success.

Admissions

UNIS Hanoi values Learning, Community and Responsibility. Our programme reflects the ideals and principles of the United Nations and places a strong emphasis on creativity, activity and service, as well as academics. We celebrate diversity and recognise the benefits it brings to the whole school community. Upon application, the needs of individual students who may require additional services are reviewed to determine if the student can be successful at UNIS Hanoi.

Student Success Team (SST)

The SST is committed to ensuring students are included, appropriately challenged and experience success. Various support systems and structures are in place to provide success for all UNIS Hanoi students.

Learning Support at UNIS Hanoi

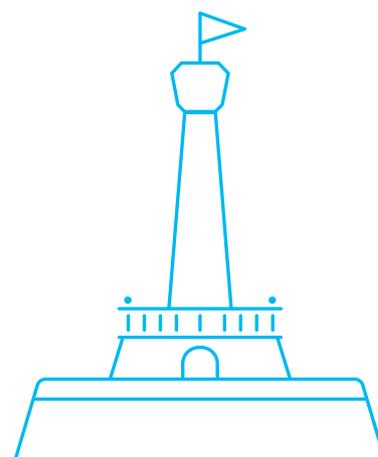
The Learning Support Teachers work closely with students, teachers, and parents in order to assist students who need additional support to access the curriculum D-12. Learning support offers a continuum of support based on learning needs of the individual student. Learning Support may involve work with an individual student, small groups of students, class groups, or consultation with homeroom / subject teachers to provide strategies to be implemented in the classroom. When an enrolled student’s Learning Support needs exceed the parameters of moderate support, the school will remain committed to working with the student and their family for as long as they can be successful in our programme.

Student Intervention Team (SIT) (formally ES Child Study and MSHS SST)

The Student Intervention Team (SIT) is a part of a wider divisional Student Success Team. It is a collaborative professional inquiry in consultation with parents, into an individual student’s learning profile, identifying their academic, social, emotional or speech and language strengths and needs. This is dedicated time to promote and facilitate student-centered, professional dialogue & collaboration and to

encourage shared accountability and responsibility. The SIT takes a multidisciplinary team approach to establishing support for a student and providing coordinated system of care to ensure student success. The members of this team may consist of, but are not limited to: school psychologist; counsellor(s); school nurse; a representative from the administrative team; learning support teacher; EAL teacher, enrichment coach and homeroom/ subject/specialist teacher.

The Student Intervention Team meet every 10 days in the middle and high school and weekly in the elementary school. This affords an opportunity to analyse student data from teacher observations, information shared by parents, current and/or prior school performance, educational assessments and/or associated health professionals’ evaluations. An action plan or intervention plan is drawn up and a case-manager appointed. A student may be referred for short term or long term learning support services or interventions based. Parents as partners are a key part of the SIT.





Individualised Education Plan (ILP) and Intervention Plan

All students who receive direct learning support services have an ILP or an Intervention Plan. An ILP documents the students strengths, areas of needs, services received, individualised learning goals, recommendations for teacher practice, accommodations and modifications (if applicable). An Intervention Plan is short term and may include students strengths, areas of needs, individual goal(s) and the outcomes of the intervention, group goals, timeframe and classroom strategies. We believe

parents are partners in both ILPs and Intervention Plans. ILPs are reviewed biannually in the ES and annually in MS and HS. ILPs are signed by the parents and shared with the students teachers.

Accommodations, Modifications and Differentiation

Accommodations

Accommodations are changes in how a student accesses information or demonstrates learning, and may be seen as a way of differentiating instruction. Accommodations do not change, alter or lower the expectations of

the curriculum and do not alter what the test or assessment measures. Accommodations are scaffolds for student learning and these are provided to students when there is sufficient evidence that the student will not succeed without them. The changes are made in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals.

(NFI 2015:19)

Modifications

Modifications are made when the regular curricular expectations (the standards and benchmarks) are either beyond the student's level of ability or readiness or when

the student has already mastered those standards. A modification is a change in “what” students are learning in terms of curricular outcomes. The student is expected to learn something different from the general education standards. Changes are made to the curriculum to provide opportunities for students to participate meaningfully and productively along with other students in the classroom. Modifications are rarely implemented, and are only used when accommodation options have been fully utilised and are not deemed sufficient to support the student to reach the standard. However, when a child’s disabilities are significant, or a child is exceptionally able, it may be appropriate to employ modifications.

(NFI 2015: 19)

Differentiation

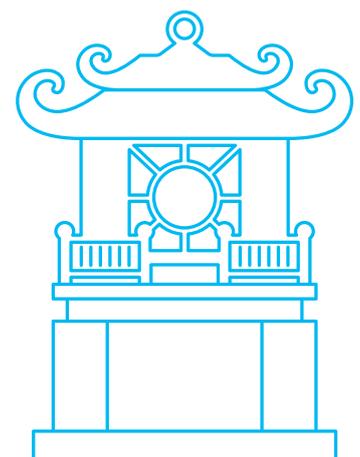
Differentiated instruction occurs within the classroom and is the responsibility of the homeroom/subject teacher. Learning Support teachers may consult with homeroom/subject teachers about how to differentiate their classroom to meet the diverse needs of their students.

Educational Assessments

Specialist educational assessments conducted by the UNIS Hanoi Speech Language Therapist (SLT) and UNIS Hanoi School Psychologist are also available upon referral through the SST or LST. Signed parental consent is obtained by the Speech and Language Therapist and School psychologist before administering assessments on students. The School may recommend or require further assessment for a student in order to establish a better understanding of a student’s learning needs to plan a successful pathway forward. In consultation with parents, the Learning Support teacher may conduct individualised screening assessments to determine eligibility for learning support services and inform the students ILP or Intervention Plan. MS and HS learning support teachers obtain signed parent permission for standardised, normed learning support screening assessments conducted on individual students. Assessment in the Elementary School is integral to everyday planning, learning and teaching. Additional assessments might be administered to monitor progress, gauge the effectiveness of an



intervention, to facilitate planning or following a Student Intervention Team meeting. Communication with parents is central to this whole process. Results of LS, SLT and School Psychologist assessments are shared with parents.



Applauses and Alerts

As part of the wider Student Success Team UNIS Hanoi uses the Veracross Student Management System to help communicate, track and monitor celebrations (Applauses) and concerns (Alerts) relating to all student's social, emotional, academic and/or behavior patterns.

Next Frontier Inclusion (NFI)

UNIS Hanoi is a member of the Next Frontier Inclusion (NFI) organisation. Next Frontier Inclusion promotes and protects the interests of students who learn in different ways or at different rates in International Schools. They offer support to schools developing inclusion policies and practices.



Transitions between grade levels

When a student changes case manager there is a meeting between the new and previous case manager to share information on the the student, their needs and strategies for success. A formal meeting involving the LS teachers and administration members occur when a student transitions into middle school and into high school. Key LS documentation on an student is moved to the new case manager. The parents are informed.

Handling and Storage of Records

- LS electronic and paper files are maintained for each student receiving LS.
- Learning support documents, external evaluation reports (including Educational Assessments), Intervention Plans, ILPs, and progress reports/report cards are digitally stored within each student's electronic record on the student management system Veracross and can be accessed by classroom and LS teachers, SIT members, and Administration.
- We only share information outside of UNIS Hanoi with the family's permission, consent, or knowledge.
- We share information with only the necessary audience within UNIS Hanoi.

Learning Support in the Elementary School (Discovery - G05)

Learning Support Service Delivery

Learning Support in the Elementary School offers a continuum of developmentally appropriate services respecting the cultural background, linguistic diversity, school expectations, best practices, individuality and age of our students.

Four Main Components of Services in the Elementary School

1. Advocacy for an Holistic Approach to the Development and Well-being of Students

Learning Support teachers advocate for students, for their rights, responsibilities and requirements for success. The academic needs of the child is supported in the context of the overall intellectual, emotional, social, physical, artistic and creative development of the child.

The development of positive self esteem, self belief, love of learning and self-advocacy skills is emphasised.

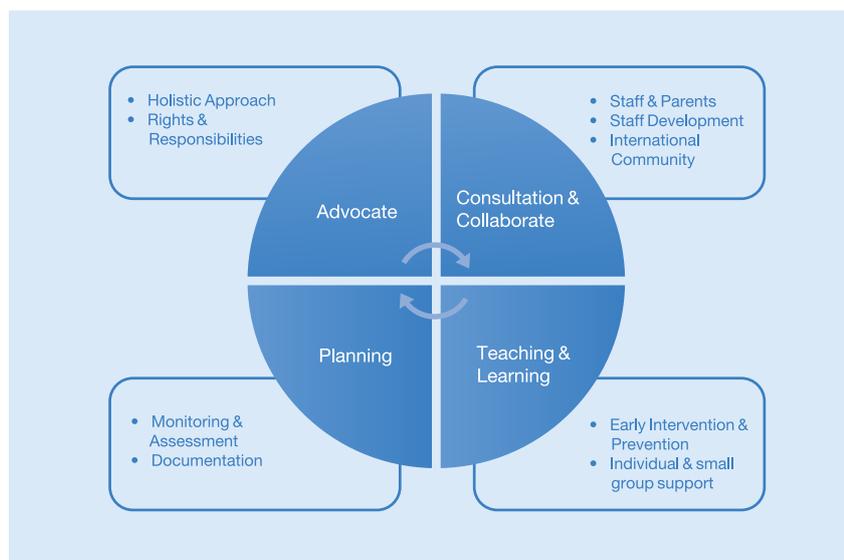
2. Collaboration and Consultation

Collaboration and Consultation with Staff

Learning support teachers collaborate with homeroom teachers, assistants, specialists, coaches, administration and at times, outside agencies to better understand the learning profile of students and to identify ways to ensure student success. Regular collaboration and consultation with staff regarding the enhancement of classroom-based learning and on the prevention of learning difficulties is promoted. Guidance is offered to teachers on the implementation of differentiated teaching strategies for students with diverse learning needs.

Intervention plans and individual learning plans are drawn up and reviewed collaboratively. Information and progress updates regarding students in receipt of additional support learning is shared with teachers and parents.

Learning Support teachers lead and/or contribute the collaborative weekly Student Intervention Team meetings to explore strengths and concerns, discuss outcomes of assessment, learning goals, identify actions to be taken to meet set goals and to suggest ways to support the student at home. The learning support teachers also participate at grade level team meetings.





Collaboration and Consultation with Parents

Homeroom teachers communicate observations and concerns about a student's learning to parents before referring the child to the Student Intervention Team. If a decision is made that a student will receive targeted instruction from a learning support teacher, parents will be informed and invited to meet with the Learning Support Teacher. Learning Support Teachers consult with parents to develop individual learning plans and both intervention and individual learning plans are shared with parents. Parents are updated on student's progress throughout the year. Effective home-school partnerships are established, including the development of support strategies for parents to use at home.

International Collaboration

The learning support team connect and collaborate with other International Schools and Colleges to ensure services reflect current research and best practice. Staff are encouraged to participate and engage with recognised educational organisations and associations including Next Frontier Inclusion, SENIA (Special Education Network and Inclusion Association) and Collaboration for Growth.

Professional Development

Learning Support Teachers facilitate a managed amount of professional development for staff on understanding and meeting the needs of our neuro-diverse students.

3. Assessment, Planning and Documentation

Monitoring & Assessments

Grade level teams, including administration and learning support teachers, monitor and analyse students' achievements, grades, approaches to learning, executive functioning skills and progress to help identify students that might benefit from additional in-class support or targeted instruction. When requested, Learning Support teachers carry out observations and monitor students through an informal process in different settings to better understand students' learning profiles. Individualised screening assessments may be conducted to determine eligibility for learning support services and inform the students ILP or Intervention Plan.

The School may recommend or require further assessment for a student in order to establish a better understanding of a student's learning needs to plan a successful pathway forward. Specialist educational assessments conducted by the UNIS Speech Language Therapist (SLT) and UNIS School Psychologist are also available upon referral through the Student Intervention Team.

Planning & Documentation

Learning Support Teachers contribute to whole school curriculum conversations and planning. Learning difficulties can be alleviated by implementing appropriate whole-school programmes in literacy and mathematics. Learning Support Teachers can support homeroom teachers in devising accommodation plans and in-class intervention plans for students with diverse learning needs.

Students who receive direct learning support services have an Individualised Learning Plan or an Intervention Plan. An Intervention Plan is short term, for a designated period of time, and documents the individual or group goals, indicate a timeframe and strategies. Learning Support teachers will invite parents to meet to discuss progress at the end of the intervention. The homeroom teacher will note on the student's report that they benefited from additional support in the target area.

An Individual Learning Plan documents the students strengths, areas of needs, services received, individualised learning goals, recommendations for teacher practice, accommodations and modifications (if applicable). ILPs are reviewed biannually, progress shared with parents and a paragraph on the students' school report about service delivery, areas for further development and a comment.

Case Managers

The Student Support Team in the ES manage individual pupil's needs and plans. All team members share responsibilities.

1. Learning support teachers will case manage students whose diagnosis or needs are primarily academic in nature or have a specific diagnosis impacting learning.
2. Counsellors will case manage students whose diagnosis is primarily social and emotional or psychological including social pragmatics.



3. Counsellors will draw up behavioural plans collaboratively with Deputy Principals. Both will monitor progress.
4. Know and understand the student's profile (academic, behavioral, social, emotional and medical).
5. Communicate directly or ensure a staff member is designated to communicate the student's profile to the necessary faculty and staff at UNIS Hanoi.
6. Advocates for the student's needs to teachers, parents and leadership team.
7. Coordinate services for student.
8. Monitor and consult on students who have a diagnosed special learning need but who do not receive direct support.
9. Offer practical differentiation suggestions to teachers based on a student's profile.
10. Consult and help design classroom accommodations and modifications.
11. Ensure that there is current, adequate and appropriate data to understand the learning profile of the student and to monitor progress.
12. Organise student's SST folder: Develop, implement and share an intervention plan, individual learning plan or behavioural plans for students receiving direct support.



13. Ensure clear communication and collaboration with parents regarding the process, goals, and responsibilities.
14. Monitor progress of interventions that are administered by SST and HR teachers.
15. Organise meetings with relevant staff (including SIT) and parents (together or separate meetings) at least twice a year.
16. Remind & promote follow up of action plan drawn up at Child Study.
17. Monitor students exited from support for 6 months.

Technology

When devising programmes and plans, appropriate assistive technology will be identified for implementation, as needed.



4. Teaching

Early Intervention and Prevention

In the Early Childhood Centre (ECC), the Learning Support Teacher works closely with the homeroom teams to support, plan or provide short blocks of instruction to individual or small groups of students on a particular skill or concepts to enhance learning and to prevent/reduce difficulties in learning. Communication is through the homeroom teachers. Learning Support do not consult with parents at this stage.

Individual and small group targeted instruction

Learning Support teachers develop and implement learning plans for pupils in receipt of supplementary

teaching, based on an assessment of needs and a specification of learning targets for the student. Instruction is in addition to the core homeroom instruction.

The level of support a student receives is determined at the Student Intervention Meeting.

Levels of Learning Support

MILD SUPPORT

- Students participate in the same curriculum content as his/her peers with the same learning outcomes.
- Receive instruction in the homeroom but may need accommodations to access and demonstrate understanding of the curriculum.

- Requires extra support in one given area in addition to the differentiated support offered by all teachers.
- Some short term targeted intervention may be provided, primarily by the homeroom teacher.
- Students have a range of achievement from at or to below grade level by about one year in any given area.

MODERATE SUPPORT

- Students participate in the same curriculum content as his/her peers, but requires accommodations and maybe some modifications to one or more curriculum areas to access and demonstrate understanding of the curriculum.
- Students are assessed with grade level criteria unless they have curriculum modifications documented in their Individual Learning Plan.
- The focus of instruction may be aimed at teaching or consolidating basic skills at or below grade level expectations.
- Learning support will administer additional screening or assessment.
- There may be evidence of up to 2 grade levels behind peers in identified academic area.
- Student requires significantly more teacher time in the homeroom classroom & individual instruction.

INTENSIVE SUPPORT

- Student participates in a modified, or partially modified, programme adapted from the grade level curriculum.
- The student most likely has a 1:1 learning assistant that attends to his/her learning and social, emotional and/or behavioural needs throughout the school day.
- The student will have an identified cognitive or developmental delay/disability that adversely impacts their academic performance.
- Students who require modifications are assessed according to individual goals.
- Evidence of 2 or more grade levels behind peers in identified academic area

Learning Support Eligibility

The Student Intervention Team, which may consist of, but are not limited to: school psychologist; counsellor(s); school nurse; a representative from the UNIS Hanoi administrative team; learning support teacher, EAL teacher; homeroom/subject/specialist teacher, initiate a collaborative professional inquiry into an individual student's learning profile to establish a coordinated support plan to ensure student success. Part of this support plan could be learning support consultation or short term or long term supplementary instruction.

Criteria that may contribute to the professional inquiry:

- Teachers documented observations and anecdotal evidence over a period of time.
- Information shared by parents.
- Current and/or prior school performance.
- History of poor academic grades.
- Academic achievement in relation to his/her grade level.
- Limited evidence of progress.
- School administered assessments or screening.
- Educational assessments and/or associated health professionals' evaluations.
- Alerts (documented concerns) by UNIS Hanoi staff.
- Evidence of in-class interventions and strategies implemented consistently over a period of time (4 - 6 weeks) with evidence of extent of progress.
- Review of progress following interventions by the Learning Support Teachers over a set time frame.
- Current psycho-educational evaluation and/or a diagnosed learning disability that impacts learning.
- The student has a diagnosed physical disability that impacts learning.

Learning Support Exit Criteria

Any student receiving instruction from a learning support teacher is discussed at Student Intervention Team Meetings Study at least twice a year. If it is deemed that have met their learning targets and are performing independently in the mainstream class, progress will be tracked for a period of six months before they are exited from support. Parents and teachers are notified and a record kept in the students SST folder.

Learning Support in the Middle and High School (G06 - G12)



Learning Support Service Delivery

There are three ways learning support is delivered to students in the Middle and High School at UNIS Hanoi:

1. Pull-out support: small group learning support class.
2. Push-in support: learning support teacher in-class support or co-teaching in the mainstream classroom
3. Consultation: learning support teacher consults and collaborates with subject teachers and specialists such as the school psychologist.

How a student is referred to Learning Support

1. The alert system on Veracross is used to refer students of concern to a SIT specialist.
2. If necessary, as part of a pre-referral system, an SIT specialist: Learning Support, EAL, Counseling and Enrichment specialists may be involved in the development of a 4 - 6 week Pre - SIT Intervention Plan to support student of concern needs. Parents are informed. The completed Intervention Plan is stored in the student's file on Veracross.
3. If the Pre - SIT Intervention Plan is unable to address the needs of the student, a formal referral to the SIT will be made.
4. A referral for Learning Support services may be considered at this stage, as part of this consideration a LS screening assessment will be used to determine the student's eligibility. Signed parental consent is obtained prior to the screening. The results of the LS screening are brought back to the SIT with a recommendation for LS services or not. If LS services are agreed to, a case-manager is appointed who ensures communication with parents, students and teachers is maintained. Level of learning support (Mild, Moderate, Intensive) is determined based of the needs of the student and the results of the LS screening.

Learning Support Teachers as Case Managers

(Adapted from ISM)

- Develop, implement and share ILP or Intervention Plan for each LS student
- Know, understand and communicate the LS student's profile (academic, social, emotional, medical) to the necessary faculty and staff at UNIS Hanoi.
- Advocate for the student's needs to teachers, parents, administration, and counsellors
- Make recommendations for, and coordinate, support services (including screening and testing)
- Document and communicate student needs to all stakeholders
- Monitor student progress
- Work collaboratively with parents to ensure that they are an informed, participating part of the support process, goals, and responsibilities
- Call meetings with all relevant people who work with the student (minimum of one time per year).
- Communicate and receive feedback on goals with



classroom teachers

- Offer practical differentiation suggestions to teachers based on a student's profile

formal reporting system of mid year and end of year report cards. An ILP is reviewed and signed by the student, parent and LS teacher annually. The ILP is shared with the student's teachers to inform classroom practice.

Individualised Learning Plan (ILP)

If a student receives direct learning support services they have an ILP which includes a history of support services, a summary of individualised evaluations, current learning support services, goal(s), recommended classroom practices, accommodations and modifications (if applicable). Reporting on the goals within the ILP is through the UNIS Hanoi



Levels of Learning Support

MILD SUPPORT

- Students participate in the same curriculum content as his/her peers with the same learning outcomes and they benefit from instruction in the classroom, but may need accommodations to access and demonstrate understanding of the curriculum.
- On Standardised LS screener demonstrates an academic weakness of 2-3 years below grade level

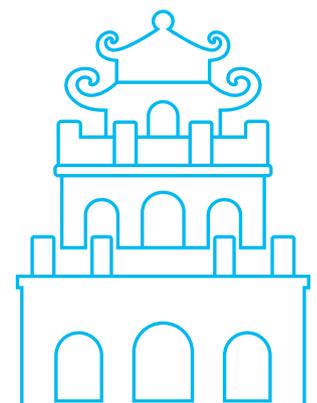
MODERATE SUPPORT

- Students participate in the same curriculum content as his/her peers, but requires accommodations and maybe some modifications to one or more curriculum areas to access and demonstrate understanding of the curriculum.
- The focus of instruction may be remedial and aimed at teaching basic skills within the context of the grade level / class curriculum.
- Students are assessed with grade level criteria unless they have curriculum modifications documented in their ILP and on their transcript/report card.
- On Standardised LS screener demonstrates an academic weakness of 4-5 years below grade level

INTENSIVE SUPPORT

- Student participates in a modified, or partially modified, programme adapted from the grade level curriculum.
- The student most likely has a 1:1 learning assistant that attends to his/her learning and social, emotional and/or behavioural needs throughout the school day.
- The student will have an identified cognitive or developmental delay/disability that adversely impacts their academic performance.
- Students who require modifications are assessed according to individual goals. Students receiving intensive support receive a modified transcript/report card.
- On Standardised LS screener demonstrates an academic weakness of more than 5 years below grade level.

(NFI 2015 : 12)





Learning Support Eligibility

(Adapted from IS Basal’s Entrance Criteria, February 2018)

A student is eligible for learning support if they meet any of the criteria below. Criteria A is part of the UNIS SIT referral process. Criteria B, C, and D automatically enable automatic eligibility to receive Learning Support.

CRITERIA A: UNIS SIT REFERRAL PROCESS

- Documented concern by previous or current teachers.
 - The student has a history of poor academic grades as indicated on progress report/ report card grades and school wide achievement data (e.g. MAPs)
 - An SIT specialist will review the student’s educational history, English language proficiency, and learning behavior to determine the most appropriate supports. A student’s course selection will be evaluated to determine appropriateness of course selection prior to entrance into Learning Support
 - Documented Pre - SIT Intervention Plan will have been implemented overtime (4-6 weeks) with little or no progress evident.
 - The student demonstrates academic achievement below year/grade expectations on Standardised LS screeners:
 - The student’s standardised test scores are <16%ile or <Standard Score 85
- and/or
- The student has elevated T scores (greater than 70) on an executive functioning screener
 - On Standardised LS screener student demonstrates an academic weakness:
 - 2-3 years below grade level (Mild Support)
 - 4-5 years below grade level (Moderate Support)
 - more than 5 years below grade level (Intensive Support)



CRITERIA B: AUTOMATIC ELIGIBILITY

The student has an Individualised Education Plan (IEP), Individual Learning Plan (ILP) or equivalent from a previous school

CRITERIA C: AUTOMATIC ELIGIBILITY

The student has a current psycho-educational evaluation (within 3 years) and/or a diagnosed learning disability that impacts learning (including ADHD or Autism)

CRITERIA D: AUTOMATIC ELIGIBILITY

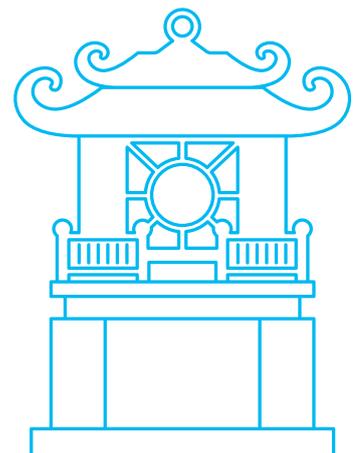
The student has a diagnosed physical disability that impacts learning

Learning Support Exit Criteria

Student has met ILP goals, and are performing independently in the mainstream based on teacher feedback form and, if applicable, have passing grades (pass in HS is 3 and above).

Monitoring

Once a student exits Learning Support they Student will be monitored by the learning support teacher for six months which includes checking with subjects teachers and the success of in-class interventions, monitoring of grades, achievement, and progress.



HS Pathways

Learning support is available to student throughout high school. In G11 and G12 there are two pathways which lead to the UNIS Hanoi High School Diploma available to students:

- IB Courses
- IB Diploma

A learning support student and their family work together with their case manager and college counsellor to determine the most appropriate pathway for the student.



If needed, a modified programme of work is developed for a student. A decision to modify a student's learning is made at the SIT meeting with parent knowledge and consent. The process of modification is done collaboratively with the LS teacher and subject teacher, and documented in the students ILP. To modify the curriculum we:

1. Unpack and modify the Standard
2. Unpack and modify the learning outcome based on the modified Standard

3. Modify the teaching and learning cycle including the assessment task
4. Modify the assessment criteria to match the assessment task

Exemptions

A student may be exempt from a UNIS High School Diploma requirement by the High School Principal based on a data informed recommendation from the SIT and LS case manager.

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Acknowledgements

We are grateful to The International School of Manila and International School of Basal for the use of their documents.



United Nations International School of Hanoi

G9 Ciputra, Tay Ho, Hanoi, Vietnam

Telephone: +84 24 7300 4500 Fax: +84 24 3758 1542 Email: info@unishanoi.org

www.unishanoi.org