



MIDDLE SCHOOL CURRICULUM HANDBOOK



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CONTENTS



1. AISV'S GUIDING STATEMENTS	3
2. AISV'S DIVERSITY, EQUITY, INCLUSION, AND JUSTICE MISSION STATEMENT	4
3. CURRICULUM BELIEFS	4
4. MIDDLE SCHOOL CURRICULUM OVERVIEW	5
5. DISPOSITIONS IN THE MIDDLE SCHOOL	6
A. International Baccalaureate (IB) Learner Profile	6
B. IB Approaches to Learning	6
6. INFORMATION TECHNOLOGY AND BRING YOUR OWN DEVICE (BYOD) POLICY	7
7. MIDDLE SCHOOL ASSESSMENT AND REPORTING	7
8. PROGRAM OF STUDIES	10
9. STUDENT SUPPORT SERVICES	15
A. Inclusive Education (IE)	15
B. English as an Additional Language (EAL)	15
C. Social-Emotional Counseling	15

1. AISV'S GUIDING STATEMENTS



VISION

As global citizens, we are prepared to realize our personal potential, pursue our passions, and positively impact our ever-changing and interconnected world.

MISSION



VALUES

EMPATHY



CURIOSITY

OPEN-MINDEDNESS



ACCOUNTABILITY

PERSEVERANCE



2. AISV'S DIVERSITY, EQUITY, INCLUSION, AND JUSTICE MISSION STATEMENT

At AISV, we believe diversity enriches our learning environment and international community life. We actively promote an inclusive culture that embraces all individuals and groups to connect with each other, feel affirmed and empowered to express their whole, authentic selves. In pursuit of justice, we hold ourselves and one another accountable to turn these beliefs into actions.

AISV is committed to maintaining a school that is free from unlawful discrimination and harassment of any community member based on that person's race, color, ethnicity, nationality, language, religious beliefs, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, socioeconomic status, mental health, genetic information, or any other characteristic protected by law.

3. CURRICULUM BELIEFS

AISV's educational program aims to be holistic, challenging and developmentally appropriate. The curriculum at AISV is designed to be accessible and relevant for all students who are admitted to the School. The Admissions Policy references the School's curriculum program: The School's program is challenging and requires high levels of motivation and commitment from every student. The school reserves the right to refuse admission to any student who may not have demonstrated dispositions to be successful at AISV. The academic program in tandem with co- and extracurricular programs reflects the School's Guiding Statements (GS) and provides a high quality education with an inquiry-based focus, encouraging innovation, promoting international mindedness and cultivating a supportive community. Standards are the backbone of the curriculum. In PK-Grade 10, we use the following standards:

- English Language Arts - Common Core State Standards (CCSS)
- Math - Common Core State Standards (CCSS)
- Science - Next Generation Science Standards (NGSS)
- Social Studies - American Education Reaches Out (AERO)

- Arts (Visual & Music) - National Core Art Standards (NCAS)
- World Languages - Common European Framework of Reference for Languages (CEFR)
- Non-native Lithuanian - American Council on the Teaching of Foreign Languages (ACTFL)
- Physical Health Education - USA's National PE Standards (SHAPE) and National Health Education Standards (NHES)
- Technology - International Society for Technology in Education (ISTE)

These standards, along with a commitment to a "standards-based approach" in assessment and instruction, allow all our students access to the curriculum and help guarantee a progression as students move through the School. Inquiry-based instruction encompasses a range of teaching approaches by stimulating learning with a question or issue and promoting students' active engagement in constructing new knowledge and understandings. Teachers who use these approaches act as facilitators of learning. Students' demonstration of these characteristics are assessed in the end-of-term Approaches to Learning grade.

4. MIDDLE SCHOOL CURRICULUM OVERVIEW

The Middle School program at AISV is specially designed to meet the academic, social, and emotional needs of early adolescents. The Middle School teachers strive to provide developmentally responsive, challenging, empowering, and equitable learning experiences that promote student ownership of their learning, social and emotional skills. In Middle School, the framework for the written and taught curriculum is derived from Common Core/AERO/NGSS standards. As in our Lower and High School divisions, inquiry drives our approach to standards-based teaching and learning. Middle school students receive their core subject (English Language Arts, Math, Science, Humanities, and Social Studies) instruction grouped with their grade-level peers in smaller sections. In addition to core academic subjects, Middle School students have two Language classes: Lithuanian language and culture (for both native and non- native Lithuanian speakers) and a choice from the World Language offering (French, German, Russian, and Spanish). In World Language classes, students are grouped by proficiency in the target language. Through weekly Physical Health Education, Visual Arts, Performing Arts, and the AISV Community Life program, the Middle School offers a balanced, co-curricular program that allows students to explore their individual strengths and interests.

The Middle School AISV Community Life program provides students an opportunity to connect with their peers in a variety of ways. Advisory provides students a small group setting supported by two Advisors. During the x-Block period, students attend an elective class (e.g. AISV Vision, Photography, and School of Rock), Advisory, office hours for enrichment or academic support, have club meetings, and engage in activities that further support AISV's mission.

To yield higher motivation, independence and empathy, Middle School students engage in active, experiential learning opportunities both in and outside the classroom. Meaningful learning experiences focus on the questions, issues and concerns of early adolescents in relation to their world. Additionally, teachers collaborate to encourage students to connect knowledge and skills among the disciplines. Our curricular ensures that students are internationally-minded and engage with both local and global contexts in their learning. By reinforcing overarching Approaches to Learning and IB Learner Profile Traits, students develop increasing responsibility for their learning and self-management throughout their Middle School years. We promote compassion and respect for others and an understanding of the impact of our words and actions on our school community as well as the world at large.

5. DISPOSITIONS IN THE MIDDLE SCHOOL



Students benefit from tangible opportunities to learn characteristics of leadership and exemplify good character through Student Council, National Junior Honor Society, and other clubs and activities.

A. International Baccalaureate (IB) Learner Profile

The learner profile is embedded into the core and co-curriculum. Individual learner profiles are studied by students in their advisories, then discussed at Middle School assemblies. The profiles are used to instill common expectations, classroom norms, and to set personal goals.

B. IB Approaches to Learning

The ATLs are deliberate strategies, skills and attitudes identified in the IB program to help students learn how to learn. These are: thinking skills, communication and research skills, social skills, and self-management skills. Students learn how to present themselves, speak confidently in public, and responsibly manage their increasingly complex lives. Attention to these approaches throughout the program at AISV helps us to speak the same language and to prepare students for the IB Diploma Program and lifelong learning. These skills are embedded into the curriculum, explicitly taught, and assessed throughout the school year.

[Link to the Approaches to Learning Rubric](#)

6. INFORMATION TECHNOLOGY AND BRING YOUR OWN DEVICE (BYOD) POLICY

Technology at AISV is:

- Integrated – Teachers and students collaborate to integrate age-appropriate technology within each subject area and across subjects to enhance the curriculum.
- Individualized – Technology is used as a resource to differentiate instruction to meet the learning needs and interests of each student.
- Inquiry-based – Technology will be used to foster inquiry, including conducting research, gathering information, producing documents, reports and presentations to make learning meaningful and authentic.
- Forward Thinking- Teachers and students are committed to continuous learning, using creativity and adaptability to explore applications of technology in their studies and everyday lives.
- Ethical and Responsible – Students will be aware of how technology affects both local and global environments. In addition, students will learn to be informed and accountable in their use of technology.

Teachers use technology to enhance students' learning. Specialist teachers push-in to classrooms to provide support for teachers and differentiation to students as needed. Middle School integrates digital citizenship concepts throughout the curriculum and in explicit units within the AISV CL program. The ISTE standards that are embedded into the curriculum include:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Students participate in our BYOD program, emphasizing flexibility and responsibility. Integrating the use of technology across the curriculum is one way AISV promotes the value of building an innovative school culture. Our students excel at emerging technologies that are transforming our world. In many cases, readings/texts are provided electronically. Therefore, students are required to bring a fully charged laptop and earbuds each day to school. Users are expected to abide by and model the accepted Digital Citizenship Agreement.

7. MIDDLE SCHOOL ASSESSMENT AND REPORTING

Assessment is a process that allows us as educators to gather information about student performance in relation to standards. This information is used to give effective feedback to students, inform instruction and track student growth. At AISV, we believe that the primary purpose of assessment is to improve student learning.

Students use assessment to:

- Demonstrate their learning and understanding.
- Understand and reflect on their own progress relative to the standards/learning objectives for the course.
- Set learning goals.
- Celebrate their growth.

Parents use assessment to:

- Understand their student's progress relative to the learning standards/learning objectives.
- Understand feedback to support their student's learning goals.

Guidelines for Middle Assessment Practices:

- 1) Assessments should allow students access to the full range of achievement descriptors.
- 2) Teachers must inform students which criteria will be used to evaluate their work. Teachers can use rubrics and assessment criteria to explain what is required for students to fulfill the criteria for any assessment
- 3) Formative assessment should always take place before a summative assessment is given on a unit or skill. These must be documented in the written curriculum.
- 4) Feedback on assessments should be prompt and frequent. A summative assessment on the same criteria/standard should not be assigned until the previous (formative) assessment has been returned and reviewed. At least three formative assessments and three summative assessments will be reported per trimester.
- 5) Assessments should be in line with the final reporting:
 - Formative assessments evaluate learning progress during the instructional process; therefore, teachers will provide qualitative feedback in the form of comments, descriptions or numerical grades (1 to 7 scale).
 - Summative assessments evaluate learning achievement and are graded on a 1 to 7 scale.
- 6) Grades are reflective of the most consistent and current achievement demonstrated by the student and are determined by the teacher's professional judgment.
- 7) In any case where a student is not meeting the expected standards in a course, parents will be notified before the end of the reporting period.
- 8) Students are provided more than one opportunity on every assessment to retake or improve their work when they fail to meet

expected standards, depending on teacher's professional judgment.

9) Teachers will use a standards-based grade book to ensure effective recording of curricular strands by:

- recording the results of each task or assessment according to each strand assessed.
- recording formative feedback weekly and summative feedback soon after assessment is complete.
- replacing older evidence of a learning standard with newer evidence (i.e. Re-Take policy).
- recording the level of proficiency on each Approaches to Learning skill assessed.

10) All reports will be 'action' oriented, in which teachers will report on the following:

- Student's academic progress or achievement of each strand assessed.
- Student's progress of each Approaches to Learning skills assessed.

The Middle School promotes a growth-mindset so that students are "more likely to embrace challenges, persist in the face of failure, see effort as the path to mastery, learn from setbacks and criticism, and find lessons and inspiration in the successes of others" (Marshall 2018). Students can only learn from their mistakes if we teach them the skill to understand what they did wrong. Timely completion of classwork, homework, assignments, and assessments are essential for students to be successful and capable learners. Completing school work consistently on time and with care and effort demonstrates secure self-management skills. As such, when a student does not complete assigned work it is important that the teacher let the student know that this behavior needs immediate improvement and will limit academic growth.

Please note that late work does not include work that was assigned when a student was absent from class. Please refer to the 'Make-Up Work' policy in the Community Handbook for further details.

Grading Scale and Descriptors

IB SCALE	DESCRIPTOR	AISV DESCRIPTORS
7	Excellent	Extraordinary mastery/understanding A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good	Highly proficient A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.
5	Good	Proficient A thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory	Meets expectations and standards A good general understanding of the required knowledge and skills, and the ability to apply them in normal situations. There is occasional evidence of analysis, synthesis, and evaluation.
3	Limited	Approaching expectations Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	Does not meet expectations Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them in normal situations, even with support.
1	Very poor	Unsatisfactory achievement Minimal, if any, achievement in terms of the objectives.
I	Incomplete	The student has not produced sufficient evidence of learning by the end of the marking period.
NA	Not Assessed	This strand was not assessed at this time.
NG	No grade	No grade assigned

If, for absence or other reasons, a student has not produced sufficient evidence of learning by the end of the grading period, a teacher may assign an Incomplete (I) in lieu of a grade. In this case, the student has two weeks into the following marking period to complete work that demonstrates learning/progress. The student should work closely with the teacher to ensure that all work is completed. In the case that work is not completed by the end of the following

marking period, or the student fails a class, the Divisional Principal and teacher(s) will determine how the student may demonstrate the learning required to complete the course. Based on the student's individual circumstances, effort and academic standing, the committee's recommendations may include completion of alternative assignments, summer work or an online course in order to receive credit.

Students who do not complete work to demonstrate evidence of their learning will not receive an 'Incomplete' for the course. In addition, any student receiving tuition reduction may no longer be eligible for the program.

Middle School uses a trimester reporting schedule, which fits our curricular and academic calendar.

Each trimester is approximately 12 weeks.

A report of each child's academic progress is given throughout the year through two scheduled conferences, and three standards-based, strengths-infused reports with written comments. Additional conferences may be arranged by parent or teacher request.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Parent-Teacher-Student Conference	Parent-Teacher-Student Conference as needed	Parent-Teacher-Student Conference as needed
Standards-based report card	Standards-based report card	Standards-based report card

8. PROGRAM OF STUDIES

A. English Language Arts (ELA)

The MS ELA curriculum is based on the Common Core Standards and integrates four areas: reading, writing, speaking and listening. Students explore a variety of literary genres, and have choices based on their interests and abilities. Intercultural writers, characters, and themes offer students windows into worlds they might not otherwise experience. Through a workshop approach, students develop the skills to read critically and to express their thoughts effectively. Units are thematic and integrate multiple strands. Composition, literature, grammar, spelling, vocabulary, oratory, and discussions all play a vital role in the development of an articulate and well-read individual. The MS ELA program contains the following courses, of which students take according to their grade level: Humanities 6, ELA 7, ELA 8.

Areas of focus for the MS ELA program come from the five learning strands of the Common Core standards:

1. Reading: Literature
2. Reading: Informational Text
3. Writing
4. Listening and Speaking
5. Language

B. Mathematics

The MS math curriculum is based on the Common Core State Standards. The goal is to enable students to become effective problem solvers who can relate math to their everyday experiences. The Middle School math program combines content exposure with critical thinking of the underlying concepts. Units reinforce key mathematical concepts, in authentic ways that apply to students' lives. With intention, learning spirals through earlier concepts, applying more complex layers, and building students' strategies for solving problems. The math program hosts students in heterogeneous groups within a grade level, serving students with a range of mathematical backgrounds and abilities. The middle school math program develops students' foundational understanding, upon which students can pursue higher levels of math with confidence. The MS Math program contains the following courses, of which students take according to their grade level: Math 6, Math 7, Math 8.

Areas of focus for the MS Math program come from the six learning strands of the Common Core standards:

1. Ratios and proportional relationships
2. The number system
3. Expressions and equations
4. Geometry
5. Statistics and probability
6. Mathematical practices

C. Science

The MS science curriculum is based on the Next Generation Science Standards, which integrates three dimensions of scientific thinking: disciplinary core content, science and engineering practices, and crosscutting concepts. The curriculum is an integrated and applied science program where students engage in thematic units which can include concepts of physical, life, earth and space science. The curriculum is designed to help students appreciate nature and the world around them, learn how to pose and answer meaningful questions using logic and evidence, become more scientifically literate, responsible and informed citizens. The MS Science program contains the following courses, of which students take according to their grade level: Integrated

Science 6, Integrated Science 7, Integrated Science 8.

Areas of focus for the MS Science program come from the six learning strands of the Next Generation Science standards:

1. Knowledge and Concepts: Physical Science
2. Knowledge and Concepts: Life Science
3. Knowledge and Concepts: Earth and Space Science
4. Science and Engineering Practices
5. Crosscutting Concepts
6. Engineering Design

D. Social Studies

The MS social studies curriculum is based on AERO standards. This program uses literature, geography, history, and writing to help students understand past, present, and future human interactions in the context of their relationships with one another, with the environment, and with other organisms. Students are asked to consider the human experience through multiple lenses, learning to critically examine their own perspective while striving to understand the perspectives of others. The curriculum views history not only through the traditional prisms of politics and economics, but also through developments in art, science, technology, religion and literature. Students hone their writing and critical reading abilities through examination of historical texts, fictional novels, and contemporary non-fiction. The MS Social Studies program contains the following courses, of which students take according to their grade level: Humanities 6, Social Studies 7, Social Studies 8.

Areas of focus for the MS Social Studies program come from the nine learning strands of the AERO standards:

1. Time, Continuity and Change
2. Connections and Conflict
3. Geography
4. Culture
5. Society and Identity
6. Government
7. Economics: Production, Consumption and Distribution
8. Science, Technology and Society
9. Social Studies Practices

E. World Languages

The MS World Languages curriculum is based on the Common European Framework of Reference for Languages (CEFR). The curriculum is developed through thematic units based on standards according to the level and interest of students. The learning outcomes for the World Language program are to develop communication, cultural awareness, an appreciation for the richness of other cultures, and to prepare students to be global citizens, workplace-ready and independent, lifelong learners.

Middle School students have the following world languages to choose from: Russian, German, French, and Spanish. The Middle School schedules allows for all students to take a World Languages at the same time; therefore, classes are organized by ability and not grade level. Students are highly encouraged to take the same language throughout Middle School so that they deepen their language proficiency.

Areas of focus come from the four learning strands of the CEFR standards:

1. Understanding - Listening
2. Understanding - Reading
3. Speaking - Spoken Interaction and Spoken Production
4. Writing

F. Lithuanian Language and Culture

1. Native/Mother Tongue Lithuanian (MT LT)

In Mother Tongue Lithuanian, national Lithuanian standards that parallel those of CCSS ELA, in which the domains of reading, writing, speaking/listening and language foundations are addressed. The MS MT LT program contains the following courses, of which students take according to their grade level: MT LT 6, MT LT 7, MT LT 8.

Areas of focus come from the four learning strands of the standards:

- a) Reading
- b) Writing
- c) Listening
- d) Speaking

2. Non-native Lithuanian (NN LT)

The MS non-native Lithuanian curriculum is based on the American Council on the Teaching of Foreign Languages (ACTFL). The MS NN LT program contains the following courses, of which students take according to their grade level: NN LT 6, Advanced NN LT6, NN LT 7, Advanced NN LT 7, NN LT 8, Advanced NN LT 8.

Areas of focus come from the four learning strands of the ACTFL standards:

- a) Cultures
- b) Connections
- c) Comparisons
- d) Communities

For students of additional mother tongues, the school can provide space and time allocated for the NN Lithuanian class for a parent or parent-paid tutor to offer mother tongue classes.

These have included, for example, Italian, Dutch and Japanese.

G. Physical Health Education (PHE)

The MS PHE program is based on the USA's National PE Standards. The goal of the Middle School PHE program is to instill a positive, can-do attitude toward leading an active and healthy lifestyle, one that will enrich the quality of each student's life. Students learn the skills and fundamentals of both team and lifetime sports, as well as experiment with creative and new sports to grow socially. Activities and games are designed to demonstrate proper sportsmanship, build positive self-concepts, instill attitudes of self-responsibility, reinforce notions of safety and risk-management, and have fun. The MS PHE program contains the following courses, of which students take according to their grade level: PHE 6, PHE 7, PHE 8.

Areas of focus come from USA's National PE Standards learning strands of the SHAPE standards:

1. Motor Skills and Movement Patterns
2. Movement and Performance
3. Physical Activity and Fitness
4. Personal and Social Behavior
5. Value of Physical Activity

H. Visual Arts

The MS Visual Arts curriculum is derived from the National Core Arts Standards. This program is designed to deepen students' understanding of art from personal, cultural, and historical perspectives. Students are exposed to a wide variety of tools and techniques and are encouraged to take risks. Through practice and purposeful introspection, every student experiences personal growth as an artist. The MS Visual Arts program contains the following courses, of which students take according to their grade level: Visual Arts 6, Visual Arts 7, Visual Arts 8.

Areas of focus come from the five learning strands of the National Core Arts standards:

1. Creating
2. Performing
3. Responding
4. Connecting

I. Performing Arts

The Performing Arts curriculum is derived from National Core Arts Standards. This program is designed to release the creative potential in students who are offered many opportunities to explore and develop abilities in dance, instrumental music, vocal music, and theater. Each music unit will involve listening to the music samples and connecting the musical ideas with our everyday life; composition and improvisation tasks; performance of the specific music pieces.

Students will generate their artistic ideas and perform using instruments, voice, and movement.

Students will learn the basics of how to play some of the instruments. The MS Performing Arts program contains the following courses, of which students take according to their grade level: Performing Arts 6, Performing Arts 7, Performing Arts 8.

Areas of focus come from the five learning strands of the National Core Arts standards:

1. Creating
2. Performing
3. Responding
4. Connecting

J. AISV Community Life (AISV CL)

The AISV Community Life program is rooted in the School's Guiding Statements, particularly in our values. AISV CL is a developmentally appropriate program that:

- Takes place during a regularly scheduled period of time when teachers meet with groups of students for the purpose of advising them on academic, social, or future-planning issues.
- Follow a developed curriculum and clear set of routines.
- Ensures that at least one adult in the school knows each student well, making sure their learning needs are being met, and encouraging them to make good academic choices and plan for their future.

AISV CL in the Middle School consists of daily homeroom, weekly advisory classes, monthly assemblies, x-block student choice electives, Student Resource Time (SRT), and Connect Friday activities.

1. Daily homeroom is a time for students to hear daily announcements and connect with a small group of peers.
2. Weekly advisory classes allow students to a welcoming, positive environment where each student feels comfortable and safe to find and be themselves. Each student has a caring adult advocate who is responsive to the needs of each and every young adolescent in their charge. Through Advisory activities and discussions under the guidance of an adult Advisor, students will discover their own talents and aspirations, build positive self-esteem, develop social skills, become positively involved in school and community activities, and build self-awareness for improved personal learning. These small groups of students discuss social-emotional issues, develop close relationships with their peers, and develop life skills that will ultimately prepare them for their future.

3. Monthly student-led assemblies are a time for success to be shared, community members to be celebrated, and relevant presentations made.

4. Students choose an elective class to take each week. These classes are based on student-interest and provide a time for students to connect with each other and their teachers over shared passions and interests. Examples of classes include: AISV Band, AISVision, Boulderling, Community Life, Creative Writing, Cubing and Chess, Duolingo, Fun in the Snow, Health, Improv, Library Rocks, Numismatics, Passion Project, and Power Walking.

5. SRT allows students the opportunity during the school day to meet individually with teachers to receive enrichment opportunities, receive additional academic support, complete missing assignments, or work on current projects.

6. Connect Friday activities are student-led and a time for the entire Middle School Wolf Pack to connect. Examples of activities have included: scavenger hunts, walk to Cathedral Square, capture the flag games, trivia competitions, relay races, and movie screenings.

K. Co-Curricular

The MS offers a variety of opportunities for students to develop their leadership skills, pursue their interests, and use their voice to advocate. Students are invited to join the AISV chapter of the National Junior Honor Society based on academic performance and character excellence. All students are encouraged to join the MS Student Council to represent their grade level and have an opportunity to run for a leadership position. Students are also welcome to establish their own clubs, such as the Middle School Chess Club. In extra-curricular activities, students can participate in sports through the Central Eastern European School Association (CEESA), Vilnius International Schools Sports Association (VISSA), and Baltic International Schools Athletic Conference (BISAC). Past competitions have included tournaments in football, basketball, badminton, track and field events, and MathCounts.

9. STUDENT SUPPORT SERVICES

A. Inclusive Education (IE)

AISV's teachers are dedicated to fostering the intellectual and emotional/social growth of each student. To promote active learning, we work to develop students' understanding of how they learn and how they are progressing. We use differentiated instruction to provide all students access to the curriculum and to meet the needs of a range of learners. Our Inclusive Education program is intended to provide support to students and teachers who need additional strategies and resources to maximize their success.

B. English as an Additional Language (EAL)

The EAL program - Staff collaborate with teachers and assist in providing differentiated instruction and materials for English language learners. We use various methods of co-teaching, small group instruction, and individualized instruction as needed to strengthen the learning of the students inside their content classrooms. The EAL department seeks to serve the needs of students at all levels of English language proficiency through a combination of immersion and pull-out instruction, so that each student shows evidence of language growth. In the Upper School, the EAL teacher uses

immersion and coaching models to support all students' learning. Students in grades 1-12 for whom English is not their first language are tested using the WIDA (World-Class Instructional Design and Assessment) Screener. These test scores provide an English level from 1-6 in the four language domains of Speaking, Listening, Reading, and Writing.

The EAP program- In these pull-out classes, WIDA Tier 1 English Language Learners (ELL) develop concepts, vocabulary, and structures which allow them to receive (listen and read) and express (speak and write) English language. Students learn both life and school English, which enables them to interact socially with friends and to be successful in their classes.

C. Social-Emotional Counseling

The School Counselor provides short-term (up to 2 months) counseling services for students in need of social-emotional support, as well as counseling for parents and teachers about matters related to students' wellbeing at school. If further support is needed, the family is referred to outside specialists and centers. The School Counselor collaborates with outside specialists and centers to share information and ensure the school provides optimal support for the student at school.