



ISS

SINGAPORE CAMPUS

Learning Support Handbook 2022-2023

Realising Potential

Revised August 2022



Inclusion Statement

ISS has an **inclusive learning culture that nurtures all learners**, differentiating instruction to empower them with the range of competencies and characteristics they require to become **skillful, active** and **fulfilled** global citizens.

As an inclusive school ISS seeks a balance of students with a range of abilities and needs. To this end, ISS provides for a student population that will not exceed 12% of learning support students, school wide. This is reflective of the general population in the world at large who have learning differences.

(<https://www.nclد.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>)

Learning Support at ISS International School

Students identified as being eligible for Learning Support receive a range of services depending on their individual needs.

Aims and Objectives

The aims and objectives of the Learning Support Department are:

Whole school

- To promote respect for the individual learner.
- To consider that early intervention is best practice.
- To determine the best learning and instructional practices for students that are informed by standardised and curriculum-based assessments, formal and informal observations and communication with teachers and parents.
- To provide training, promote awareness and provide resources to staff.
- To collaborate with teachers and administration.
- To articulate and share best practice.
- To ensure that the programming guidelines are reviewed yearly.

Students

- To personalise learning to ensure that all students are challenged and motivated to achieve success within the context of high expectations.
- To support students when transitioning between school sections and/or provide appropriate recommendations for placement.
- To work with students with an understanding of individual learning styles and a goal of self-awareness and self-advocacy.

Parents

- To support parental partnership in the learning process.
- To ensure procedures are transparent, which allows parents to be fully informed of the learning support their child is receiving.

External Assessments of Learning Needs

Any assessments by specialists outside of the school (psychiatrist, physician, psychologist, etc.) are at the expense of the parent and must be shared with the school. The results of the assessment/s will be discussed with the Learning Support Department and a Student Plan will be developed as necessary.

Where the school feels that it cannot successfully support a student's learning needs without input from external specialists, the school requires parents to provide the school with pertinent reports from specialists as a condition of admission or continued enrollment at ISS.
Procedures for admissions

The purpose of the admissions system is to ensure that students can be successful within ISS and that families are supportive of the school's inclusive philosophy.

ISS is committed to the view stated by UNESCO (2009) that:

Looking at education through an inclusive lens implies a shift from seeing the child as the problem to seeing the education system as the problem.

(UNESCO (2009): Policy Guidelines on Inclusion in Education p 14)

ISS acknowledges that currently we do not have the capability of serving the needs of all potential learners. Therefore, we need to ensure that there is a clear and consistent match between what the school can provide and the needs of potential students.

The aim of this chart is to provide a systematic way of analysing an application:

Admission application arrives via Open Apply

If no learning needs or EAL requirements exist, the application is sent directly to the divisional Academic Director for approval.

If learning needs exist, parents are asked to disclose information so that Admissions can review the application with the Learning Support team. Issues and diagnoses may include cognitive, physical, behavioural, and/or emotional aspects.

If a student is accepted whose parents have not disclosed underlying issues or diagnoses that may impact the teaching and learning environment and child safety, then the school may ask the student to withdraw from ISS without a refund.

If there is evidence of Learning Needs or EAL requirements, then:

1. Admission checks for the availability of places given the ratios for the applied grade level.
2. Admission collects relevant data: educational-psychological evaluations, school reports, and other assessments.
3. If there is no availability of places, parents are informed that they can apply to join the waiting list.
4. If there is availability, then the relevant Academic Director and Learning Support/ EAL staff will review the information and if needed will conduct an interview with a

student and their parents.

5. The relevant Academic Director, informed by the relevant Learning Support/ EAL staff (plus any additional relevant staff related to the specific case), will make the final decision on admission, and will stipulate any conditions for conditional enrollment.

Checklist of Questions When Considering an Application

Analysis of responses to checklist

	Admit	Do Not Admit
All green responses	✓	
1/2 amber responses	✓ (Discussion with parents regarding concerns)	
>3 amber responses		✓
1 or more red responses		✓

Key Questions	Green (No concern)	Amber (Mild to moderate concern)	Red (Significant Concern)
Do we have sufficient resources to cater for this student's needs?			
Is there any evidence of violent or extremely disruptive behaviour?			
Does previous schooling indicate success in an inclusive setting?			
Are the parents supportive of the school's inclusive philosophy?			
Are the parents/student aware of and in agreement with the level of support ISS is able to offer?			
Are the parents/student in agreement with any additional support that needs to be provided by external agencies (e.g. shadows or external experts)?			

Are there additional questions linked to specifics of the individual case?			
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Procedure for Referral, Assessment and Implementation of Learning Support Programme for Existing Students

Classroom teachers, Kampong teachers, or Grade Level Leaders are responsible for initiating referrals.

The Learning Support Team (or the designated proxy) will decide on the level of support to be provided for the student and consider the need for additional information such as academic assessments and/or further information regarding the student's social or emotional status. All students accepted to receive Learning Support will be assigned a Case Manager and the Case Manager will be the point of contact between students, teachers and parents.

Primary School

1. Teacher observes student need. Teacher initiates 2-3 in class interventions, and documents their effectiveness.
2. If interventions are ineffective, teacher notifies Learning Support Coordinator through the Referral form and informs parents of contact with Learning Support.
3. Learning Support teacher observes and collects comments from Integrators on Referral form. In house and external assessments are considered.
4. Learning Support Teacher meets with class teacher, Integrators (if applicable) and administrator to discuss strategies assign a suggested level and construct Student Plan. Case Manager assigned.
5. Classroom teacher coordinates meeting with parents and Learning Support Teacher to discuss possible outside assessments and a Student Plan.
6. Student Plans are reviewed each semester.

High School

1. Teacher observes student need. Teacher initiates 2-3 in class interventions, and documents their effectiveness.
2. If interventions are ineffective, teacher notifies the High School Student Coordinator/Grade Level Leader (GLL).
3. High School Student Coordinator/GLL shares Referral Form with all teachers.
4. Learning Support Teacher reviews the Referral Form.
5. Learning Support Teacher observes student in the class/es of concern.

6. If the student requires an assessment and/or learning support, the Case Manager is designated and convenes relevant meetings with parents/guardians and staff.
7. Student Plans are reviewed each semester.

Learning Support Payment Structure 2021-2022

The Learning Support Department consists of teachers with specialist training in Special Education. ISS has an additional payment for Learning Support Services to ensure that we can maintain high quality services for our students.

2021-2022 Learning Support Fees

Level of support	Fee per semester (inclusive of 7% GST)
Level 0	N/A Referral process
Level 1	\$1070
Level 2	\$2675
Level 3	\$3424
Level 4	\$4280
Level 5	\$1284 (in consideration of shadow teacher at parent expense)

Levels of Learning Support Adjustment

Please note that since individual needs of a student are unique, all levels must be viewed as a best fit.

The final decision on the level assigned to a student will be made by the Learning Support Team (or the designated proxy) in consultation with all relevant parties.

Definition of Terms

Differentiation: Ways in which teachers respond to variance among learners in the classroom by providing multiple means of representation, expression and engagement.

Accommodation: Changing how a student accesses learning

Modification: Changing what a student learns

Criteria: A student's needs may be unique, so the level chosen must be viewed as a best fit. It is not necessary for a student to have met all of the criteria for a level to be assigned to that level.

What Services are provided to Students at Each Level of Support?

The table below outlines some of the examples of direct service. However, it is not an exhaustive list as a student's unique needs may not fall neatly into a category. **It is important to note that direct service does not necessarily mean one to one support.**

All students on the Learning Support Levels are assigned a Case Manager whose role it is to ensure that records are kept of the support being provided to that student and that parents are kept fully informed of their child's progress.

All weekly service times are *averaged across a semester*.

Following are details about the expanded Levels of Adjustment 0-5.

ISS Learning Support Levels of Adjustment (based on support services needed for a student to participate in the inclusive classroom <i>in addition to</i> those provided to all students)				
<p>REFERRAL Level 0: A student is referred to the Learning Support team by a homeroom, kampong, or subject teacher for more information, observations, or strategies for differentiation. Accommodations may be trialed during an observation and monitoring period.</p> <p>If a student is referred for an educational psychological assessment, parents must select a psychologist from a recommended list of service providers, give consent to share results, and pay for the assessment.</p>				
Level 1	Level 2	Level 3	Level 4	Level 5

<p>The L1 student requires in-class differentiated support in a specific area of learning.</p> <p>Students at this level may have a diagnosed learning need. Needs can be met by the classroom teacher.</p>	<p>The L2 student requires accommodations across one or more areas of learning.</p> <p>Students at this level may have a diagnosed learning need or be taking a comprehensive ed-psych assessment toward a diagnosis by outside professionals.</p> <p>NOTE: G11-12 students MUST have a current diagnosis of documented learning need/s. A data-based report should include recommendations & accommodations for testing (i.e., 10%, 25%, or 50% extra time; laptop).</p>	<p>The L3 student requires accommodations or modifications across one or more learning areas.</p> <p>Students at this level must have a diagnosed learning need and typically receive outside educational therapy.</p> <p>NOTE: G11-12 students MUST have a current diagnosis of documented learning need/s. A data-based report should include recommendations and accommodations for testing (i.e., 10%, 25%, or 50% extra time; laptop).</p>	<p>The L4 student requires significant support, accommodations and modifications across multiple learning areas.</p> <p>Students at this level have current documentation of learning needs, receive extensive in-school support to reinforce basic skills and concepts, and have outside support.</p> <p>NOTE: G11-12 students MUST have a current diagnosis of documented learning needs. A data-based report should include recommendations and accommodations for testing (i.e., 10%, 25%, or 50% extra time; laptop).</p>	<p>The L5 student requires significant support, accommodations, modifications, and adjustments to curriculum across multiple areas of learning, and requires a part-time or full-time shadow teacher for support to participate in the inclusive classroom.</p> <p>L5 students requiring a shadow teacher usually have a diagnosis with documentation of multiple learning needs prior to admission to ISS, and work with outside professionals.</p>
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Level 1	Level 2	Level 3	Level 4	Level 5
<p>Direct Service Provision</p> <p>1 hour per week 1:1 with LS teacher and planning</p> <p>Fee: \$1070/semester</p>	<p>Direct Service Provision</p> <p>2 hours per week 1:1 with LS teacher and planning</p> <p>Fee: \$2675/semester</p>	<p>Direct Service Provision</p> <p>3 hours per week 1:1 with LS teacher and planning</p> <p>Fee: \$3424/semester</p>	<p>Direct Service Provision</p> <p>4 hours per week 1:1 with LS teacher and planning</p> <p>Fee: \$4280/semester</p>	<p>Direct Service Provision</p> <p>1 hour monitoring and planning time</p> <p>Fee: \$1284/semester (excludes shadow fee)</p>

<p>Access to Curriculum</p> <p>Can access curriculum benchmarks and/or develop self-management expectations with in-class differentiation in a specific area.</p>	<p>Access to Curriculum</p> <p>Can access the majority of the curriculum with support and/or develop self-management expectations with accommodations in one or more areas, in collaboration with the learning support team.</p>	<p>Access to Curriculum</p> <p>Requires consistent interventions to access areas of learning need.</p> <p>May need support to meet self-management expectations, in collaboration with the learning support team and outside providers.</p>	<p>Access to Curriculum</p> <p>Requires consistent interventions to access the curriculum which may be modified to include fewer or specialized courses.</p> <p>Needs support for self-management of studies in collaboration with the learning support team and outside providers.</p>	<p>Access to Curriculum</p> <p>Requires explicit and regular interventions to access curriculum and develop self-management expectations, in collaboration with the learning support team, shadow teacher, and outside providers.</p>
<p>Accommodations</p> <p>May require extra time, practice or reteaching of a skill taught in the inclusive classroom, and/or test accommodations (e.g. extended time, alternative location) as outlined in the student learning plan.</p>	<p>Accommodations</p> <p>May require extra time, skill practice and/or reteaching of concepts taught in inclusive classes, and test accommodations (e.g. extended time, alternative location) as outlined in the student learning plan.</p>	<p>Accommodations</p> <p>Requires extra time, skills and concepts practice in alternate formats, and test accommodations (e.g. extended time, alternative location, larger print, fewer items on page) as outlined in the student learning plan.</p>	<p>Accommodations/ Modifications</p> <p>Requires extra time, skills and concepts practice in alternate formats, multiple accommodations (e.g. extended time, alternative location, larger print, fewer items per page, test retakes for mastery, reader, laptop) as outlined in the student learning plan.</p>	<p>Accommodations/ Modifications</p> <p>Requires extra time and strategic instruction or modified pathways in multiple areas to participate in the inclusive classroom and to take modified assessments designed to measure progress toward meeting individualized goals.</p>

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Support May require short term interventions, and/or individualized instruction to meet curriculum benchmarks.</p>	<p>Support Requires structured support within the inclusive classroom (eg, visual aids, access to class notes, assessment accommodations) to meet curriculum benchmarks and to improve executive functioning skills.</p>	<p>Support Requires structured support within the inclusive classroom (eg, visual aids, access to class notes, assessment accommodations) to meet curriculum benchmarks and to improve executive functioning skills, in collaboration with an outside provider.</p>	<p>Support Requires structured support within the inclusive classroom (eg, visual aids, access to class notes, assessment accommodations) to meet curriculum benchmarks and to improve executive functioning skills, in collaboration with an outside provider.</p>	<p>Support The shadow teacher will support the student’s learning, social, and self-management needs. The shadow teacher will implement the modified programme in conjunction with teachers, learning support case manager, in collaboration with outside providers.</p>
<p>May be graded as approaching expectations for ATL’s.</p>	<p>May be graded as approaching expectations for ATL’s</p>	<p>May be graded as experiencing difficulties/below expectations for ATL’s.</p>	<p>Likely to be graded as experiencing difficulties/below expectations for ATLs.</p>	<p>Highly likely to be graded as experiencing difficulties/below expectations for ATLs.</p>
<p>Falling below curriculum benchmarks in an identified area by no more than two grade levels. (Grades 3-12).</p>	<p>Falling below curriculum benchmarks in more than one area, by two grade levels or more (Grade 3-12).</p>	<p>Falling below curriculum benchmarks in multiple areas, by more than two grade levels (Grade 3-12)</p>	<p>Falling below curriculum benchmarks in multiple areas, by more than two grade levels (Grade 3-12)</p>	<p>Falling below curriculum benchmarks in the majority of areas, by more than two grade levels (Grade 3-12).</p>
<p>Falling below curriculum benchmarks in <u>an identified area</u>, by one chronological year (K1-Grade 2).</p>	<p>Falling below curriculum benchmarks in <u>more than one area</u>, by one chronological year (Grade K1- G).</p>	<p>Falling below curriculum benchmarks in <u>multiple areas</u>, by more than one chronological year (Grade K1- G2).</p>	<p>Falling below curriculum benchmarks in <u>multiple areas</u>, by more than one chronological year (Grade K1- G2).</p>	<p>Falling below curriculum benchmarks in <u>the majority of areas</u>, by more than one chronological year (Grade K1-G2).</p>

Direct Service Examples

Direct service time includes instruction, planning, collaboration, and meetings. Weekly hours are averaged across a semester.

Level 1	Level 2	Level 3	Level 4	Level 5
1 hour per week includes 1:1 instruction, support, and planning	2 hours per week includes 1:1 instruction, collaboration, and meetings	3 hours per week includes 1:1 instruction, planning, collaboration with parents, and meetings	4 hours per week includes 1:1 instruction, collaboration with parents, outside educational meetings	1 hour per week for monitoring, observation, and/or meetings with shadow and classroom teacher
Collaboration with teachers to plan differentiation.	One to one instructional support	One to one instructional support (pull out and in-class, exam accommodations)	One to one instructional support (pull out and in-class, exam accommodations)	Collaboration between shadow teacher and case manager
Monitor student progress (Class teacher and Case manager)	Co-teaching	Co-teaching		Liaise, collaborate, share observations and data with outside agencies as needed
Observations	Observations	Observations		Observations
N/A	Small group work/instruction	Small group work/instruction (pull out and/or in the classroom)		Individual and/or small group counseling as needed
May receive accommodations for assessments	Adaptation of materials and activities, accommodations for assignments and assessments	Adaptation of materials and activities, accommodations for assignments and assessments		Help to modify examinations if applicable
N/A	Monitoring of student progress by Class Teacher and Case Manager	Progress monitoring by Class Teacher and Case Manager		Progress monitoring by Shadow, Class Teacher and Case Manager

Examples of additional planning and services provided by Case Manager:

- Writes and reviews Student Support Plans In conjunction with the teachers

- Liaises, collaborates, shares observations and data with outside agencies as appropriate and shares information with teachers and ISS Support Team.
- Coordinates meetings
- Implements strategies and techniques provided by outside agency assessments and reports as appropriate.
- Collaborates with class teachers to plan differentiation, individualised instruction and accommodations as appropriate
- Monitors strategies and curriculum accommodations and modifications with shadows
- Liaises with parents and appointed guardians

Roles and Responsibilities of Parents and Appointed Guardians

- Communicate with the Case Manager and relevant teachers.
- Respond to communication from Case Manager, Teacher or Academic Director in a timely manner.
- Be receptive to suggestions and read through any documents that are shared with you.
- Share any changes in your child's schedule to the Case Manager, e.g. your child's study habits, extracurricular activities, seeing an outside therapist, changing medication or dosage or any health concerns.
- Share any updates to your child's assessments from outside therapists.
- Attend Student Plan meetings and contribute to meeting with input and with questions.

Level 5 Students with Shadow Teachers:

Shadows are employed through outside agencies and fully financed by the parents.

In the case of a Shadow's absence from school, the student may not attend school alone without their designated shadow.

In keeping with the mission, vision and values of the school, ISS aims to help each student reach his or her potential by maintaining an inclusive, nurturing, enriching and empowering learning culture. Students who are eligible for Shadow Teacher support are classified as requiring a Level 5 adjustment. When a student is receiving a level 5 of adjustment, it has been determined that the student is unable to access the majority of the curriculum and/or behavioural expectations and is working on an individualised programme. This programme will be developed by the Student Support Team in collaboration with the class teacher and (where appropriate) outside agencies. The Student Support Team has oversight of the Shadow Teacher to ensure the delivery of the student's individualised programme. This includes the number of hours that the shadow will be required to work including both direct service and planning time. Contact details for available Shadow Teacher agencies can be shared by the school if requested. The need for Shadow Teacher support will be reviewed each semester during the Student Plan review cycle. The long-term objective of the Shadow Teacher is to gradually reduce the need for support over time.

Roles and Responsibilities of Shadow Teachers

- Work under the direction of teachers and Learning Support Case Managers in order to provide support for the student, teachers, the curriculum and the school.
- Foster the academic and social progress of designated student.
- Allow opportunities for the student to work independently.
- Work with designated student to integrate with all students in the classroom.
- Support designated student in contexts of whole group, small group and individual situations.
- Implement and monitor the success of the related strategies of the Student Plan.
- Keep student on task when necessary.
- Support and encourage student to find own pathway; do not provide the "correct" answers.
- Assist in the collection of data as requested by teachers.
- Keep a daily log to record your activities with the student. Be prepared to share this log with the classroom teacher and Case Manager as required. Maintain objective records and avoid naming other students wherever possible.
- Check in with teachers in order to be prepared for the daily expectations and requirements.

- Become familiar with the classroom routines and reinforce them when necessary.
- Become familiar with school rules regarding behaviour and reinforce them when necessary.
- Maintain professional standards whilst on school grounds.
- Inform the teacher/agency of any absences as early as possible.
- Follow school guidelines regarding physical and verbal contact in accordance with our Child Protection Guidelines.
- Take photos and videos of students only with the prior agreement of the classroom teacher and solely for the purpose of data gathering.
- Contribute to Student Plan writing and review meetings when required.
- Assist students with physical needs where necessary.
- Maintain confidentiality at all times.
- Share a summary of discussions with parents with the teacher and Case Manager.
- Refer any questions regarding school policies or practices to the teachers or Case Manager.
- Accompany student as needed on school related activities and field trips.
- Meet weekly with Case Manager to discuss the progress of the student.
- If the Shadow Teacher develops any strategies or accommodations to support the student, they will be reviewed by the Teachers and Learning Support Case Manager.

Roles and Responsibilities of the Teachers:

- Share information with the Shadow Teacher regarding the classroom schedule and routines.
- In conjunction with the Case Manager, write and review Student Plans.
- In conjunction with the Case Manager, determine appropriate accommodations, modifications and instructional resources to support student progress.
- Plan all lessons and direct the learning for all students in the classroom.
- Share the current Student Plan with the Shadow Teacher and explain educational provisions made for the student.
- Model and explain techniques, strategies and language to Shadow Teachers to provide instructional and behavioural assistance in all areas of the curriculum.
- Evaluate progress according to the goals of the Student Plan.
- Report successes and challenges regularly to parents and Case Manager both formally and informally.
- Maintain required school records and data collection as requested.

Roles and Responsibilities of Case Managers:

- Meet weekly with Shadow Teacher to discuss the progress of the student.
- Ensure Shadow Teachers have access to the Child Protection Guidelines.
- Share the current Student Plan and explain educational provisions made for the student.
- Liaise with outside agencies where appropriate and share information with teachers and Shadow Teachers.
- In conjunction with the teachers, write and review Student Plans.
- In conjunction with the teachers, determine appropriate accommodations, modifications and instructional resources to support student progress.
- Model and explain techniques, strategies and language to Shadow Teachers to provide instructional and behavioural assistance.
- Evaluate progress according to the goals of the Student Plan.
- Convene and attend student specific support meetings.

- Remain up to date with school policies and procedures. Monitor policies being implemented and share relevant information.

If needed, request access to the ISS Guidelines for Shadow Teachers.

Recording, Monitoring and Reviewing Student Progress

Student progress will be monitored and reviewed regularly.
All students receiving Learning Support will have an individualised student plan.

Student Plans

- Outline strategies and accommodations to enable students to reach their potential.
- An agreed document that will be signed by the parent.
- Outline individualized outcomes that are created by the Case Manager, where applicable, in conjunction with the student.
- Are constructed in collaboration with students in High School, and where appropriate, in Primary School.
- Are reviewed 2x per year, including initial referral.

Reporting for students working on a modified curriculum

- In Primary School, students receive both their class report, graded in line with Grade level cohort, and their student plan, which identifies progress toward the student's specific goals.
- In High School, students on a modified curriculum will receive a narrative report in addition to their student plan.
- In High School, students on a modified curriculum receive modified grades as detailed below.

Modified Grades (High School only):

- Modified grades are offered to students in Grade 9-10 in any subject area that they cannot access in the MYP curriculum.
- A referral process is followed to determine eligibility (see Appendix).
- Modified grades are determined in collaboration with teacher(s), the Learning Support Teacher, an Academic Director, student and parent(s). The team must all be in agreement that a student needs and will benefit from a modified grades(s).
- Modified grades will be Pass or Fail. Feedback will be given in the form of comments.
- Students who are pursuing an MYP Certificate cannot have modified grades in Grade 9-10.
- If a student has modified grades in Grade 11-12 they will receive a High School Leaving Certificate of Completion. Their transcripts will indicate pass or fail for each modified subject.

Record Keeping

The Learning Support Team at ISS is committed to ensuring transparency and effective communication between Academic Directors, teachers, parents and students. To achieve this goal, the Student Support Team keeps detailed records and makes them available to relevant parties.

A comprehensive register of all referred students will be maintained including grade, level of adjustment, learning profile, DOB, parent contact info, student plan, and case manager.

Appendix: Documentation templates:

- 1) K-12 Referral Process Chart
- 2) K-12 Student Referral Form
- 3) G6-12 Student Support Plan
- 4) K-5 Student Support Plan
- 5) High School Student Curriculum Modification Meeting

- 6) High School Referral for Modified Grades
- 7) Addendum: A Concise Look at **Learning Support Levels of Adjustment**

Learning Support Referral Process

Observation
Teacher observes student need and checks student file on Open Apply/Managebac. Teacher initiates 2-3 in class interventions, documents their effectiveness and shares concerns with parents.

Notification
If interventions are ineffective, teacher notifies Learning Support team through *Request for Consultation* form of contact with Learning Support.

Data Gathering
Learning Support teacher observes and collects comments from integrators on *Request for Consultation* form. In house and external assessments are considered. Classroom teacher contacts parents and presents data.

New student arrives at ISS with existing Ed Psych report and/or student plan.

Programme Planning
Learning support teacher meets with class teacher, integrators (if applicable) and administrator to discuss strategies, assign a suggested level and construct Student Plan (AP/IEP). Caseload Manager assigned. K-12 Coordinator notified.

Programme Coordination
Classroom teacher coordinates meeting with parents and support teacher to discuss Student Plan.

Review
Student Plans reviewed in November and final comments added in May.



ISS
SINGAPORE CAMPUS



Learning Support Referral Form

Part A- Completed by **Referring Teacher**

Student:	Referral Date:
DOB:	School ID Number:
Mother Tongue:	Homeroom (Kampong) Teacher:
Parent Contact:	Health Concerns/Medication:

Check Your Concerns

Time Management		Motivation		Reading Fluency	
Ability to Focus		Passive/Sleepy		Reading Comprehension	
Task Initiation/Task Completion		Motor Skills		Written Expression	
Organisation		Processing Speed		Writing Fluency	
Social Skills		Communication		Math Calculation	
Anger Management		Oral Expression		Math Problem Solving	
Emotional Control		Listening Skills		High Ability	
Other:					

Observations/Comments from the Referring Teacher

Please include a dated summary of contact/s with parents (so that these referral concerns will not come as a surprise).

Student's Strengths

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Note 2 or more strategies you have tried, comment on their effectiveness, and outline timespan of intervention

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Part B- Facilitated by Learning Support Department -
Kampong, Subject Teacher, and Integrator Comments

Subject Teacher Name	Comments/ Observations (strengths/weaknesses...) <i>Also note any concerns that may be included in the list in part A.</i>

Please include dates of contacts with parents and guardians before sending the referral to pwinpenny@iss.edu.sg

Action steps and recommendations:



HS Student Support Plan

Date: _____

Created in collaboration with student, parent(s), teachers and student support teacher.

Student		Homeroom Teacher	
D.O.B.		Grade and ID #	
Student Mother Tongue		Level of Adjustment	
Outside Agency Contact		Learning Support Contact	
Assessment on File		Review Date	
Health Concerns and Medication		Parent/Guardian Contact:	

Learning Profile:	Effective Strategies in the Classroom:
	<hr/> Accommodations:

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<u>Strengths/Interests</u>	<u>Challenges</u>	<u>Areas to Develop</u>

Meeting

Format: This document will be shared with the student. The student will be asked to read and respond to every section and encouraged to complete every section on their computer. It is mandatory that the student contribute to the goals section.

Areas To Develop (type an X to the area you would like to develop)

Reading Fluency	Working Independently	Task Completion	
Writing	Classroom Management	Motivation	
Maths	Following Directions	Reading Comprehension	
Ability to Focus	Classroom Behaviour	Other (explain)	
Understanding Social Cues	Peer Interactions	Other (explain)	

Comments On Goals/Targets

Class + teacher name	Observations/Comments	Predicted Grade
Lang A		
Lang B		
Individuals and Societies		
Math		

Science		
Design		
Physical Education		
Visual Arts		
TOK		
Econ/Geography		
Other		

Goals/Target Areas (student creates and writes in goals)

SMART Goals Specific Measurable Attainable Realistic Timely	Strategies or Interventions to Achieve Goal	Evidence to Support Progress	Person/People Responsible	Date Achieved
1				
2				
3				

Level of Adjustment	Due to review process, student is classified as Level _____.
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Members Present

Title	Name
Student Support Case Manager	
Class Teacher	
School Admin	
Parents	
Other	

Review Date:

Effective Strategies:	
Update on Goals:	
Level of Adjustment	

Notes/Other:	
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Parents' Signatures: We acknowledge that this plan has been shared with us. We also understand that students receiving support for longer than one year with minimal progress as documented by ISS may be required to seek an assessment from an outside agency or professional.

Parents' Signatures

DATE:

International School of Singapore
 21 Preston Road, Singapore 109355
 (+65) 6475 4188
 www.iss.edu.sg



**International School of Singapore
 PS Student Plan**

Student Name:		Date:	
Level of Adjustment:		Homeroom Teacher:	
D.O.B:		Grade:	
Student Mother Tongue:		School ID Number:	
Parent Contact:		Learning Support Case Manager:	
Assessments on file:		Review Date:	
Outside Providers:			

Learning Profile:	Effective Strategies in the Classroom:
	Accommodations:

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Check	Areas to Develop	Comments
	Reading	
	Writing	
	Mathematics	
	Attention	
	Behaviour/Social & Emotional	
	Motor Skills	

Previous Goals/Targets

Feedback On Previous Goals/Targets

Mark One Box

Class + teacher name	Comments	Goal Achieved	Continue with previous Goal	New Goal Needed
Classroom				
Mandarin				
Art				
Performing Arts				
PE				
Learning Support				

Current Goals/Target Areas

SMART Goals	Strategies or Interventions	Evidence of Progress	Title of Person/People Responsible
1			
2			
3			

Current Level of Adjustment _____	Due to review process, student is classified as Level _____ for the following semester.
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Parents: We acknowledge that this plan has been shared with us. We understand that students receiving support for longer than one year with minimal progress as documented by ISS may be required to seek an assessment from an outside agency or professional.

Parents' Signatures

DATE:

International School of Singapore
21 Preston Road, Singapore 109355
(+65) 6475 4188
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High School Student Curriculum Modification Meeting

Introductions

Members present

- Case manager
- Academic Director
- Parents
- Student (when appropriate)
- Teachers (as appropriate)

Learning Support at ISS HS

The case manager meets with the students on their caseload on a weekly basis (break or after school). The student and the case manager review and work on their personal goals (writing, organisation, etc.) and case manager checks in with them. Every student has a **Student Plan** that outlines the student's accommodations, strategies, strengths, challenges, goals, benchmarks, and teacher input which are shared with all the teachers and Academic Directors. The case manager's job is to collaborate and communicate about the modifications and grading rubrics with the teachers, Academic Directors, and parents to ensure the student is receiving support to help reach their potential. The case manager co-plans with teachers, team-teaches and pushes into classes to support the student. *The majority of the students on the caseload have had outside testing done.*

Review of Documentation

Team members review the student's *Classroom Observation Document*.

Strategies

Team members review classroom strategies and their effectiveness.

Student and Teacher Feedback

- **Student** provides their perspective on what is working and what is not working.
- **Team Leader and/or teachers** provide additional feedback.
- **Parents** provide additional information.

Suggestions

Case manager will provide suggestions and strategies.

Next Steps

Team will develop next steps in supporting the student.

Summary of Meeting

Learning Support Teacher will provide a summary of the meeting.

Next Meeting



• This process only applies to students on Student Plans (SP)

Middle and High School Referral For Modified Curriculum Process

Observation: Stage 1 (6 weeks)
 Teacher observes that student is having difficulty accessing the criteria over a 6 week period. **Teacher** provides strategies, multiple access points, and a wide-range of curriculum. Teacher consults **GLL or Middle School Student Coordinator**.

Notification: Stage 2 (2 weeks)
 If strategies are ineffective, **the student is trying** and is not able to earn a passing grade, the classroom teacher notifies the **Learning Support Teacher, Grade Level Leader or Middle School Student Coordinator, Homeroom Teacher and Principal**.

Data Gathering: Stage 3 (1 week)
 The **Learning Support Teacher** gathers teacher input through the *Referral Form*. *The Principal is notified of this step.*

Resolution Meeting: Stage 4 (1 week)
Learning Support Teacher initiates a meeting with all of the student's teachers and IB coordinator. The student's needs and learning style are discussed. Data is reviewed. A decision is made regarding modified grades. If it is agreed that the student should receive a modified grade(s), the process continues. If it is decided the student will not receive modified curriculum, stage 1 is re-initiated.

	Student Curriculum Modification Meeting: Stage 5 (2 weeks)
	Learning Support Teacher initiates a meeting with parents, student, Head of Student Services, IB coordinator, and Assistant Principal to present the option of a modified grade(s). The parents must be informed of how the modified grade impacts the learning pathway and logistics associated with a modified curriculum. Written consent from parents is required in order to initiate the referral.
	Modified Grade Initiated: Stage 6 (1 week)
	The student is entered into a non IB class within Mangagebac. Student is informed, if he/she did not attend the Student Curriculum Modification Meeting.
	Monthly Review
	The student's file is reviewed monthly by the Student Services Learning Team. This team consists of the Learning Support Teacher, IB Coordinator, Head of Student Services and GLL or The Middle School Student Coordinator.

ADDENDUM to replace current Levels 1-4 (found on pages 7-10):

Learning Support Levels of Adjustment

Former Levels of Adjustment 1 - 4 will expand to a new range, Levels 0 - 5. These levels, approved by the Academic Board, represent the specialised support that your child may receive from our available support staff. Your child's level for the next semester will depend on your child's performance this semester. Only after agreement on the new service level will an invoice be sent out to you.

Level 0

Student receives no direct or indirect Learning Support. Level 0 represents the referral process, which includes classroom observation, data review, parent meeting/s to determine action (such as outside assessments and services), and learning recommendations.

Level 1

Student receives an average of 1 hour/week of LS service, which includes consultation with teachers, support of recommended learning goals, provision of testing accommodations, and collaboration with outside service providers or educational psychologists as needed.

Level 2

Student receives an average of 2 hours/week of LS service, which includes consultation with teachers, support of recommended learning goals, specialised targeted instruction from a LS teacher, provision of testing accommodations, and collaboration with outside service providers or educational psychologists as needed.

Level 3

Student receives an average of 3 hours/week of LS service, which includes consultation with teachers for support of recommended learning goals, specialised targeted instruction from a LS teacher, provision of testing accommodations, and collaboration with outside service providers or educational psychologists as needed.

Level 4

Student receives an average of 4 hours of LS service, which includes consultation with teachers for support of recommended learning goals, specialised targeted instruction from a LS teacher, modifications to curriculum materials, provision of testing accommodations, and collaboration with outside service providers or educational psychologists as needed.

Level 5

Student receives up to 5 full days per week of support from an outside shadow teacher, as well as shadow coordination with the LS teacher for specialised targeted instruction, consultation with teachers for support of recommended learning goals, modifications to curriculum materials, and provision of testing accommodations.