

ISS Learning Support Levels of Adjustment

Level 1	Level 2	Level 3	Level 4
<p>Students who require in-class differentiated support in a specific area of learning above that which is provided to all students in order for them to participate in the inclusive classroom.</p> <p>Students in this level may have a diagnosed learning need. Needs can be met by the classroom teacher.</p>	<p>Students who require accommodations across one or more areas of learning to ensure that they are able to participate in the inclusive classroom.</p> <p>Students in this level may have a diagnosed learning need or be in the process of a comprehensive assessment toward a diagnosis by outside professionals.</p> <p>G9-G12 MUST have current documentation of a diagnosed learning need with data-based recommendations for testing accommodations.</p>	<p>Students who require significant accommodations or modifications across more than one area of learning to ensure that they are able to participate in the inclusive classroom.</p> <p>Students in this level must have current documentation of a learning need and be working with outside professionals.</p>	<p>Students who require significant modifications in multiple areas of learning and the support of a shadow teacher in order to ensure that they are able to participate in the inclusive classroom.</p> <p>Students in this level must have a diagnosis with documentation of multiple learning needs prior to admission to ISS, and are working with outside professionals.</p>
<p>Direct Service Provision 45 mins per week inclusive of planning time No charge for service</p>	<p>Direct Service Provision 1.5 hours per week inclusive of planning time \$1680.00/semester</p>	<p>Direct Service Provision 2 hours per week inclusive of planning time \$2,520.00/semester</p>	<p>Direct Service Provision 1 hour planning time with case manager \$840.00/semester</p>
<p>Access to Curriculum Can access curriculum benchmarks and/or develop self-management expectations with in-class differentiation in a specific area.</p>	<p>Access to Curriculum Can access majority of the curriculum with support and/or develop self-management expectations with accommodations in one or more areas in collaboration with learning support team.</p>	<p>Access to Curriculum Require consistent interventions to access the majority of the curriculum. May need support to meet self-management expectations in collaboration with learning support team and outside providers.</p>	<p>Access to Curriculum Require explicit and regular interventions to access the curriculum and develop self-management expectations in collaboration with learning support team and outside providers.</p>

Level 1	Level 2	Level 3	Level 4
<p>Accommodations May require additional time, practice or reteaching of a skill taught in the inclusive classroom, and/or assessment accommodations (eg extended time, alternative location) as outlined in the student learning plan.</p>	<p>Accommodations Require additional time, practice or reteaching of skills and/or concepts taught in the inclusive classroom, and/or assessment accommodations (eg extended time, alternative location) as outlined in the student learning plan.</p>	<p>Accommodations Require additional time, practice or reteaching of skills and/or concepts taught in the inclusive classroom, and/or assessment accommodations (eg extended time, alternative location) as outlined in the student learning plan, in collaboration with outside provider.</p>	<p>Accommodations/Modifications Require additional time and strategic instruction or modified pathways in multiple areas to participate in the inclusive classroom, and to participate in assessments.</p>
<p>Support May require short term interventions, and/or individualised instruction to meet curriculum benchmarks.</p>	<p>Support Require 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 Require 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 outside provider.</p>	<p>Support Shadow teacher will support learning and/or social and self-management needs. Shadow teacher will implement the modified programme in conjunction with teachers, learning support case manager, in collaboration with outside providers.</p>
May be graded as approaching expectations for ATL's.	May be graded as approaching expectations for ATL's	May be graded as experiencing difficulties/below expectations for ATL's.	Likely to be graded as experiencing difficulties/below expectations for ATLs.
Falling below curriculum benchmarks in an identified area by no more than two grade levels. (Grades 3-12).	Falling below curriculum benchmarks in more than one area, by two grade levels or more (Grade 3-12).	Falling below curriculum benchmarks in multiple areas, by more than two grade levels (Grade 3-12)	Falling below curriculum benchmarks in the majority of areas, by more than two grade levels (Grade 3-12).
Falling below curriculum benchmarks in <u>an identified area</u> , by one chronological year (K1-Grade 2).	Falling below curriculum benchmarks in <u>more than one area</u> , by one chronological year (Grade K1- G2).	Falling below curriculum benchmarks in <u>multiple areas</u> , by more than one chronological year (Grade K1- G2).	Falling below curriculum benchmarks in <u>the majority of areas</u> , by more than one chronological year (Grade K1-G2).

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Examples of Direct Service

Please note that students' individual needs may not be limited to a specific category. **Direct service does not necessarily mean one to one support.** All weekly times are averaged across a semester.

Level 1	Level 2	Level 3	Level 4
45 min per week inclusive of planning time	1.5 hour per week inclusive of planning time	2 hours per week inclusive of planning time	1 hour planning time Provided by shadow teacher inclusive of planning time
Collaboration with the class teacher to plan differentiation.	One to one support	One to one support (pull out and classroom)	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 appropriate
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 assessments	Modified 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 Class teacher and Case manager

Examples of additional planning and services provided by Case Manager:

- Writes and reviews Student 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