

## ISS Learning Support Levels of Adjustment

(based on support services needed for a student to participate in the inclusive classroom *in addition to* those provided to all students)

**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.

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.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The L1 student requires in-class differentiated support <b>in a specific area of learning</b>.</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 <b>across one or more areas of learning</b>.</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: <b>G11-12</b> students MUST have a current diagnosis of documented learning need/s. A data-based report should include recommendations &amp; accommodations for testing (i.e., 10%, 25%, or 50% extra time; laptop).</p>	<p>The L3 student requires accommodations or modifications <b>across one or more learning areas</b>.</p> <p>Students at this level must have a diagnosed learning need and typically receive outside educational therapy.</p> <p>NOTE: <b>G11-12</b> 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 <b>across multiple learning areas</b>.</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: <b>G11-12</b> 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 <b>across multiple areas of learning</b>, 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>

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Direct Service Provision</b> 1 hour per week 1:1 with LS teacher and planning <b>Fee:</b> \$1145/semester	<b>Direct Service Provision</b> 2 hours per week 1:1 with LS teacher and planning <b>Fee:</b> \$2862/semester	<b>Direct Service Provision</b> 3 hours per week 1:1 with LS teacher and planning <b>Fee:</b> \$3663/semester	<b>Direct Service Provision</b> 4 hours per week 1:1 with LS teacher and planning <b>Fee:</b> \$4578/semester	<b>Direct Service Provision</b> 1 hour monitoring and planning time <b>Fee:</b> \$1374/semester (excludes shadow fee)
<b>Access to Curriculum</b> Can access curriculum benchmarks and/or develop self-management expectations with in-class differentiation in a specific area.	<b>Access to Curriculum</b> 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.	<b>Access to Curriculum</b> Requires consistent interventions to access areas of learning need.  May need support to meet self-management expectations, in collaboration with the learning support team and outside providers.	<b>Access to Curriculum</b> Requires consistent interventions to access the curriculum which may be modified to include fewer or specialized courses.  Needs support for self-management of studies in collaboration with the learning support team and outside providers.	<b>Access to Curriculum</b> 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.
<b>Accommodations</b> 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.	<b>Accommodations</b> 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.	<b>Accommodations</b> 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.	<b>Accommodations/ Modifications</b> 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	<b>Accommodations/ Modifications</b> 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

			student learning plan.	individualized goals.
Level 1	Level 2	Level 3	Level 4	Level 5
<b>Support</b> May require short term interventions, and/or individualised instruction to meet curriculum benchmarks.	<b>Support</b> 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.	<b>Support</b> 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.	<b>Support</b> 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.	<b>Support</b> 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.
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.	Highly 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 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- G).	Falling below curriculum benchmarks in <u>multiple areas</u> , by more than 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).

## 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, planning, collaboration with parents and outside educational therapists, and 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