

**Educating to
Make a Difference**



ISS
INTERNATIONAL SCHOOL
SINGAPORE CAMPUS

Learning Support Handbook 2024-2025

Revised August 2024



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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 **skilful, active** and **fulfilled** global citizens.

As an inclusive school, ISS seeks a balance of neurotypical and neurodivergent students whose range of abilities and skills enhances the learning environment. To this end, ISS strives for a student population not exceeding 12% of students who require specialised support. This is reflective of the neurodivergent population in the world at large where 10-15% of students in a typical classroom are neurodiverse. This range allows for adequate support and integration without overwhelming the classroom environment. (<https://www.governmentevents.co.uk/ge-insights/supporting-neurodiverse-pupils/>)

Please refer to the ISS Inclusion Handbook for more detailed information on neurodiversity.

Learning Support at ISS International School

Students identified as being eligible for Learning Support may receive a range of services depending on their individual needs, at a level of support mutually agreed upon with families.

Aims, Objectives, and Responsibilities of the Learning Support Department

- To promote respect for the neurodivergent learner.
- To acknowledge that early intervention is best practice.
- To determine the best learning and instructional practices for neurodivergent students based on assessment data, observation, and communication with school and home.
- To write Student Support plans and deliver learning support and accommodations for neurodiverse students after parents have approved of intensive targeted support.
- To provide training and resources to staff to promote awareness of best practice.
- To collaborate with teachers, administration, and admissions based on best practices.
- To review the programming guidelines yearly.

Students

- To help students design their Personalised Pathway to Learning to ensure that they are challenged and motivated to achieve success in the context of ISS expectations.
- To support students as they transition between school programmes by providing appropriate recommendations, accommodations, or modifications for their success.
- To help neurodivergent students develop an understanding of their individual learning needs so that they can build self-awareness and self-advocacy.

Parents

- To support parental partnership and collaboration in the learning process
- To be transparent, parents approve the learning support level their child receives; parents also inform ISS of any prior and current evaluations and therapies.
- To build effective home-school collaboration, parents are required to bring their own translator to meetings about their child's learning support levels and progress.

External Assessments of Learning Needs

Parents must disclose prior evaluations in full by external specialists (such as psychiatrist, physician, clinical psychologist, speech language pathologist, occupational therapist) in order for ISS to help build their child's Personalised Pathway to learning and success. In addition, ISS may require additional reports from external specialists in order to support a student. Parents shall arrange for external evaluations at the parents' expense.

Procedures for Admissions of Neurodiverse Students

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

ISS acknowledges that currently we do not have the capability of serving the needs of all potential neurodiverse 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.

Parents must submit any specialists' diagnostic reports in **full**, including **full disclosure of diagnoses**. This is a condition of admission or continued enrolment at ISS. If parents do not disclose this important information, the student may be asked to withdraw without a refund, especially in cases where we find we cannot meet their student's needs.

To do so, ISS provides a systematic review and analysis of all applications:

Admissions application arrives via Open Apply

If no neurodivergent needs or EAL requirements exist, the application is sent directly to the divisional administrator for approval.

If neurodivergent needs exist, parents are asked to disclose reports so that Admissions can review the application with the Learning Support team. Issues and diagnoses may include cognitive, speech/language, physical, and/or behavioural and 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 neurodivergent needs or EAL requirements, then:

1. Admissions checks placement availability based on ratios for applied grade level.
2. Admissions requests prior educational-psychological evaluations, school reports, and other assessments; uploads them to OpenApply; begins an ARC (Admissions Review Checklist); and invites the professional review of relevant data from by Administrators, learning support teacher, and counsellor.

3. If there is no availability, parents are informed and can join a waiting list.
4. If there is availability, relevant Admin and Learning Support/ EAL staff will review the information and assessments submitted, and will conduct a face-to-face or online interview with the student and parents to get a better understanding of the student.
5. The Programme Head, informed by the relevant Learning Support/ ESL 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 enrolment.

Checklist of Questions When Considering a Student Application for Admissions

Analysis of responses to the checklist

	Admit	Do Not Admit
All green responses	✓	
1/2 amber responses	✓ (Discussion with parents regarding concerns)	
>3 amber responses	Preliminary review with LS and an ARC (Admissions Review Checklist)	✓
1 or more red responses		✓

Key Questions	Green (No concern)	Amber (Mild to moderate concern)	Red (Significant Concern)
Do we have sufficient resources and support staff to meet the student's needs within the teaching and learning environment at ISS?			
Is there any evidence of violent or disruptive behaviour?			
Does previous schooling indicate success in an inclusive setting?			

Are parents supportive of the school's inclusive philosophy?			
Are parents and student aware of and in agreement with the levels of support ISS might be able to offer?			
Do parents and student agree to any additional support that might need to be provided by external agencies (e.g. shadows or external therapists) at parent expense?			
Are parents willing to pay fees for Learning Support services in addition to any required EAL services?			
Are there additional questions linked to specifics of the individual case?			

Procedure for the Referral, Assessment, and Implementation of a Learning Support Programme for Currently Enrolled Students

Primary School Referrals

1. Teacher observes a student's needs, initiates 2-3 in-class interventions, and documents their effectiveness, contacting parents for their possible concerns.
2. If interventions are insufficient, a teacher completes a Student Referral form, shares with the Learning Support teacher, and informs parents of this contact.
3. Learning Support teacher observes and collects comments from Integrators on the 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, suggest a level of support, and draft a Student Support Plan. Case Manager is assigned.
5. Teacher coordinates a meeting with parents, administrator, and Learning Support Teacher to propose possible outside assessments, and review the draft Student Support Plan.
6. If a student receives an Educational Psychological evaluation and/or Speech Language Assessment, the Learning Support team and parents review new data and recommendations for services and accommodations. They agree to the Level of Adjustment Support (at a cost invoiced per semester to parents).
7. Student Support Plans are reviewed and updated each semester.

High School Referrals

1. Kampong Teacher observes a student's needs, checks ManageBac for prior academic or behavioural notes, initiates 2-3 interventions, and documents their effectiveness in consultation with subject teachers.
2. If interventions are ineffective, Kampong Teacher fills out the first page of the Student Referral and shares with the High School Grade Level Leader (GLL).
3. High School GLL shares Referral Form with all relevant teachers and requests additional comments, observations, and interventions used.
4. After reviewing the completed Referral Form with the GLL, the Learning Support Teacher observes the student in classes of concern.
5. Kampong teacher informs parents of the referral documenting the concerns.
6. A designated Case Manager convenes a parent/guardian meeting to determine an action plan. This might include a referral for external educational psychological assessments, speech language evaluations, and/or questionnaires to determine learning and social-emotional status. These will be at parent expense and with parent permission for ISS to exchange/release information. Parents promise full disclosure of evaluation data and diagnoses.
7. Learning Support teacher drafts a Student Support Plan, including a level of support approved by parents and the student (with a fee invoiced to parents).
8. Approved Student Support Plans are based on evaluation data, and recommendations for support services and accommodations.
9. Student Support Plans are reviewed and updated as needed each semester; and are shared as needed with IBO for access accommodations.
10. Note: Students receiving EAL support services may also require specialised Learning Support. The determined Learning Support Level of Adjustment will be invoiced separately, but in addition to EAL support services.

Learning Support Payment Structure 2024-2025

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.

2024-2025 Learning Support Fees

Level of support	Fee per semester (inclusive of GST)
Level 0	N/A Referral process
Level 1	\$1,145.00
Level 2	\$2,862.00
Level 3	\$3,663.00
Level 4	\$4,578.00
Level 5	\$1,374.00 (in addition to a shadow teacher at parent expense)

Learning Support Levels of Adjustment

Since the individual needs of a neurodiverse student are unique, all levels of support 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

Neurodiversity: The idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits.

What is neurodiversity?

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 meet all 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 Levels 0 - 5 (clustered in sections herein as 0-2 and 3-5) Support services needed for a neurodiverse student to participate in the inclusive classroom above those provided to all students		
Level 0	Level 1	Level 2
<p>Referred to the Learning Support team for observation by classroom or subject teachers</p> <p>Or for performance monitoring of a student previously enrolled in the ISS LS programme</p>	<p>Requires in-class differentiated support in a specific area of learning</p> <p>Students at this level may have a diagnosed learning need.</p> <p>Usually needs can be met by the classroom teacher</p>	<p>Requires accommodations across one or more areas of learning</p> <p>Students at this level may have a diagnosed learning need or be engaged in the process of a comprehensive assessment toward a diagnosis by outside professionals. OR: G11-12 students needing intensive study support but who do not have Ed Psych accommodations</p>
Level 0	Level 1	Level 2
<p>No Direct Service Provision</p> <p>No charge for LS observations for referral or performance monitoring of a student previously enrolled in LS</p>	<p>Direct Service Provision</p> <p>1 hour per week inclusive of planning time</p> <p>\$1145.00/semester</p>	<p>Direct Service Provision</p> <p>2 hours per week inclusive of planning time</p> <p>\$2862.00/semester</p>
<p>Referral</p> <p>If a student is referred for an educational psychological assessment, the outside assessment occurs after receiving parents' consent, and at their expense</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 with guidance from the Learning Support teacher</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>Referral</p> <p>If a student is referred for an educational psychological assessment, it is with parents' consent, selection of a recommended and at their expense</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>Support</p> <p>May require a one-time intervention as part of an observation period for progress monitoring data</p>	<p>Support</p> <p>May require short term interventions, and/or individualised instruction to meet curriculum benchmarks.</p>	<p>Support</p> <p>Require structured support within the inclusive classroom (visual aids, access to class notes, exam accommodations) to meet curriculum benchmarks and to improve executive functioning skills.</p>
	<p>May be graded as approaching expectations for ATL's.</p>	<p>May be graded as approaching expectations for ATL's.</p>
Level 0	Level 1	Level 2
	<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 an identified area, by one chronological year (K1-Grade 2)</p>	<p>Falling below curriculum benchmarks in more than one area, by one chronological year (K1- Grade 2)</p>

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 0	Level 1	Level 2
	1 hour per week inclusive of planning time	2 hours per week inclusive of planning time
	Collaboration with the class teacher to plan differentiation	One to one support
	Monitor student progress by Class teacher & Case manager	Monitoring of student progress by Class Teacher and Case Manager and/or Co-teaching
	Observations	Observations
	N/A	Small group work/instruction
	May receive accommodations for assessments	Adaptation of materials and activities, accommodations for assignments and assessments

ISS Learning Support Levels of Adjustment Levels 0 - 5 (clustered in sections herein as 0-2 and 3-5) Support services needed for a neurodiverse student to participate in the inclusive classroom above those provided to all students		
Level 3	Level 4	Level 5
<p>Requires significant accommodations or modifications across more than one area of learning.</p> <p>Students at this level must have current documentation of a learning need and be working with 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 and accommodations for testing (such as 10%, 25%, or 50% extra time; laptop)</p>	<p>Requires significant accommodations or modifications across more than two areas of learning</p> <p>Students at this level must have current documentation of a learning need and be working with 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 and accommodations for testing (such as 10%, 25%, or 50% extra time; laptop)</p>	<p>Requires significant modifications in multiple areas of learning</p> <p>Requires part-time or full-time support of a shadow teacher.</p> <p>Students at this level must have a diagnosis with documentation of multiple learning needs prior to admission to ISS and are working with outside professionals</p>
Level 3	Level 4	Level 5
<p>Direct Service Provision</p> <p>3 hours per week inclusive of planning time</p> <p>\$3663.00/semester</p>	<p>Direct Service Provision</p> <p>4 hours per week inclusive of planning time</p> <p>\$4578.00/semester</p>	<p>Direct Service Provision</p> <p>1 hour observation and planning time by case manager</p> <p>\$1374.00/semester (in addition to fees paid by parent to Shadow teacher)</p>

<p>Access to Curriculum</p> <p>Require consistent interventions to access the majority of the curriculum.</p> <p>May need support to meet self-management expectations in collaboration with the learning support team and outside providers.</p> <p>Regular exchange of progress monitoring information with outside providers</p>	<p>Access to Curriculum</p> <p>Require consistent interventions to access the majority of the curriculum.</p> <p>May need support to meet self-management expectations in collaboration with the learning support team and outside providers.</p> <p>Regular exchange of progress monitoring information with outside providers</p>	<p>Access to Curriculum</p> <p>Require explicit and regular interventions to access the curriculum and develop self-management expectations in collaboration with learning support team and outside providers.</p> <p>Regular exchange of progress monitoring information with outside providers</p>
Level 3	Level 4	Level 5
<p>Accommodations</p> <p>Require additional time, practice or reteaching of skills and/or concepts taught in the inclusive classroom, and/or assessment accommodations (e.g. extended time, alternative location) as outlined in the student learning plan, in collaboration with outside providers.</p>	<p>Accommodations</p> <p>Require additional time, practice or reteaching of skills and/or concepts taught in the inclusive classroom, and/or assessment accommodations (e.g. extended time, alternative location) as outlined in the student learning plan, in collaboration with outside providers.</p>	<p>Accommodations/ Modifications</p> <p>Require additional time and strategic instruction or modified pathways in multiple areas to participate in the inclusive classroom, and to participate in assessments, or to be exempted from assessments and to be given other tasks as measurements of success.</p>

Support	Support	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 providers.	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 providers.	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.
May be graded as experiencing difficulties/below expectations for ATL's.		Likely to be graded as experiencing difficulties/below expectations for ATLs.
Level 3	Level 4	Level 5
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 multiple areas, by more than one chronological year (Grade K1- G2).	Falling below curriculum benchmarks in multiple areas, by more than one chronological year (Grade K1- G2).	Falling below curriculum benchmarks in the majority of areas, by more than one chronological year (Grade K1-G12).
<p align="center">Examples of Direct Service</p> <p align="center">Please note that students' individual needs may not be limited to a specific category.</p> <p align="center">Direct service does not necessarily mean one to one support.</p> <p align="center">All weekly times are averaged across a semester.</p>		

Level 3	Level 4	Level 5
3 hours per week inclusive of planning time	1 hour planning time Provided by learning support or part time shadow teacher inclusive of planning time	1 hour planning time Provided by shadow teacher inclusive of planning time
One to one support (pull out and classroom)	Collaboration between shadow teacher and case manager	Collaboration between shadow teacher and case manager
Co-teaching		Liaise and share data with outside agencies as needed
Observations		Observations
Small group work/instruction (pull out and/or in the classroom)		Individual and/or small group counselling as needed
Adaptation of materials and activities, accommodations for assignments and assessments		Modified examinations if applicable
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:		
<ul style="list-style-type: none"> 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 Liaison with parents 		

Roles and Responsibilities

Roles and Responsibilities of Parents and Appointed Guardians

- Communicate with the Case Manager and relevant teachers in a timely manner.
- Be open-minded and receptive to recommendations in shared reports.
- Share changes in your child's schedule with the Case Manager (study habits, tuition and extracurricular lessons, outside therapy, changing medications, health issues)
- Share any updates to your child's assessments from outside therapists.
- Attend Student Support Plan meetings to contribute questions, ideas, and approval.

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.

Level 5 Students with Shadow Teachers:

Shadows are employed through outside agencies and are fully financed by the parents. (See Essential Guidelines for Shadow Teachers document below).

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 their 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.

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

[ISS ESSENTIAL GUIDELINES FOR SHADOW TEACHERS \(updated 2024-2025\)](#)

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 individualised 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 administrator, 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.

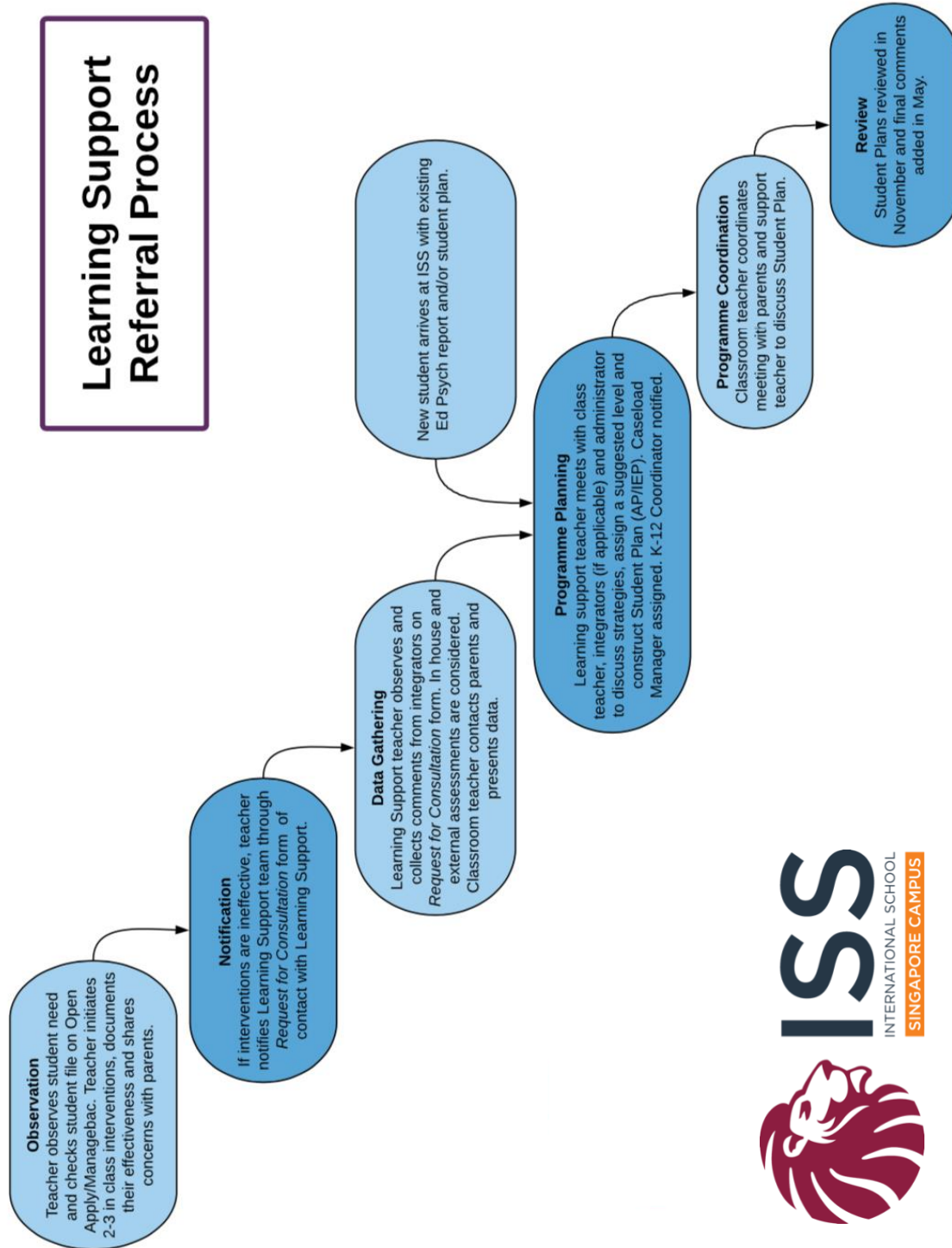
Record Keeping

The Learning Support Team at ISS is committed to ensuring transparency and effective communication between administration, 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. Student Referral Process Chart
2. K-12 Student Referral Form
3. High School Student Support Plan
4. Primary School 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 Form (MASTER: please make your own copy)

Part A- Referring Teacher:_____ Referral Date:_____

Student Name:	DOB:
Mother Tongue:	School ID:
	Number: Grade:
Parent Contact:	Homeroom (Kampong) Teacher:
Guardian Contact:	Health Concerns/Medication:

Check Your Concerns

Time Management		Motivation		Reading Fluency	
Ability to Focus		Passive/Sleepy		Reading Comprehension	
Task Initiation or Completion		Motor Skills		Writing Fluency	
Organisation		Processing Speed		Written Expression	
Social Skills		Social Communication		Maths Calculation	
Anger Management		Receptive Language		Maths Problem Solving	
Emotional Control		Following Directions		High Ability	
Health:	Other:				

Include a dated summary of prior contact/s with parents (including ManageBac and calls home) so that your referral concerns will not come as a surprise to parents.

Date	MB /call/ email	Emails and/or screenshots from Managebac are fine

Give examples of the student's strengths and positive assets (including academics, ATLs, athletic, visual or performing arts, special interests, gifted/ talented)

Main presenting concern/s in class or social context

Describe 3-4 strategies you have tried, comment on their effectiveness, and outline timespan of intervention. Screenshot work samples if needed.

Strategy	Effectiveness/ engagement	Trial duration
1.		
2.		
3.		
4.		

After completing Part A, the referring teacher in the High School teacher passes this form to the student's GLL or to the student's Kampong teacher in Primary School.

Part B - The PS Kampong or HS GLL next should collect information from the student's other teachers to provide a more holistic view of the student.

Subject Teacher Name	Comments/ Observations (strengths and challenges) Include concerns that may be included in the list in part A.
Kampong/ Pascare	
English	
Language	
Sciences	
Maths	
I & S	
PHE	
Visual Arts	
Design	
Music	
Drama	
Other	

Please submit the completed referral to pwinpenny@iss.edu.sg

Thank you!



HS Student Support Plan

Date:

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

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

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

Strengths/Interests	Challenges	Areas to Develop

Meeting with student: This document will be shared with the student who will read and respond to each section. It is mandatory that the student contributes 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	Observations/Comments	Grade
Lang A		
Lang B		
I&S		
Maths		
Science		
Design		
Physical & Health Education		
Visual Arts		
TOK		
Business Management		
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 the review process, the 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:	

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:

Meeting Notes, Date: _____

Present: _____

Speaker	Comments	Action Steps

PS Student Support Plan

Student Name:		Date:	
Level of Adjustment:		Kampong 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:
Diagnosis: Diagnostic Data:	
	Accommodations:

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

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.
--	--

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:****Meeting Notes, Date:** _____**Present:** _____

Speaker	Comments	Action Steps

High School Student Curriculum Modification Meeting

Introductions

Members present

- Case manager
- Administrator
- Parents
- Student (when appropriate)
- Teachers (as appropriate)

Learning Support at ISS HS

The case manager meets weekly with the students on their caseload. The student and the case manager review and work on their Personalised Pathway to Learning goals. Every student in the learning support programme also has a **Learning Support Student Plan** that outlines the student's accommodations, strategies, strengths, challenges, goals, benchmarks, and teacher input which are shared with their teachers and administrators. The case manager's job is to collaborate and communicate about the modifications and grading rubrics with teachers, administrators, registrar, and parents to ensure the student is receiving support to help reach their potential. The case manager co-plans with teachers and in some cases a 1:1 Shadow, team-teaches, and pushes into classes to support the student. The majority of the students with modified report cards have had outside testing done or require course substitution for their Mother Tongue or Second Language requirement.

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

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

The Learning Support Teacher will provide a summary of the meeting.

Next Meeting



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* 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 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.

Comparison of service levels 1-5 (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; or it can represent the monitoring status of students who have exited ISS Learning Support.

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.