Student Services Manual

Middle and Upper Schools 2018-2019

Table of Contents

Mission Statement

All children have the right to progress intellectually, emotionally, and socially while maintaining a sense of dignity and developing a positive self-concept. Brent International School Manila recognizes that its students have varied backgrounds, interests, and individual learning differences. To that end, the Student Services Program is designed to increase the academic and emotional success of all Brent students identified with special needs. Additionally, the Student Services team members collaborate with each other, with classroom teachers, and with parents to design Learning Plans that support the curriculum and provide appropriate goals for students having specific learning difficulties. All Brent students, including those receiving student services, must meet and maintain grade-level standards and follow the Expected School Wide Learning Results (ESLRs).

SECTION ONE

Who is included in our Student Services Program?

Admissions Process	
Who is involved?	- Admissions Director - School Principal(s) - Student Services Coordinator - Guidance Counselor - Deputy Headmaster
When is Student Services involved in the admissions process?	- An applicant presents documented special education needs. - The Admissions Director, parents, and/or students' current teachers or guidance counselors indicate the student may have undiagnosed special education needs.
What information is required and reviewed?	See Application File Review Form, (see appendix)
Which applicants are eligible for Student Services?	- Students with diagnosed disabilities or special education needs from an educational psychologist, neuro-developmental psychologist, speech and language pathologist, occupational therapist, medical doctor, psychiatrist, etc. - Students with documented history of receiving special education support and accommodations for learning difficulties

What does eligibility for Student Services mean?	● The student is eligible to receive instructional and testing accommodations. ● The student is eligible to receive a spectrum of services, as per individual needs.
What criteria are used to determine whether support can be provided?	● Existing and projected support services and resources must be able to meet the individual needs of the applicant. ● If additional services and resources are required beyond what's already available, parents must agree to pay for a one-to-one special education assistant. The one-to-one assistant is interviewed and hired by the school.
Do parents need to consent to having their child join the Student Services Program?	● Yes. ● See Parental Consent Form o Form includes consent to begin, continue, or exit Student Services

Referral Process	
Who and what is involved?	
Step 1 A consistent problem is observed, which significantly impacts the student's academic performance, behavior, and/or social/emotional functioning.	● Classroom teachers, guidance counselors, parents, classroom support teachers, and administrators may make these observations and initiate the referral process.
Step 2 These concerns will be communicated to the student's guidance counselor and parents.	● The primary person who observed the student's difficulties in the classroom or at home is responsible for communicating with the guidance counselor and/or parents.
Step 3 The guidance counselor will gather information from the student's teachers.	● If the problem is evident in one or two classes, the guidance counselor, with consultation with Student Services if necessary, will problem solve with the student and the student's teacher(s). o Identify classroom strategies to implement to support the student. ● If the problem is evident across all courses, the student will be involved in a Student Study Team meeting to create a Student Improvement Plan.

Student Study Team and Student Improvement Plan	● The guidance counselor and/or Student Services will present to the student information about his/her classroom performance from current teachers, and if applicable, from former teachers. ● Based on the information given, the student will identify his/her strengths and areas for improvement. ● The student will identify one area for improvement to focus on. ● The guidance counselor or Student Services teacher will guide the student with identifying a SMART goal (see SMART goal section, page 31), including an action plan and support systems needed in order to accomplish the goal. ● The student will then share his/her Student Improvement Plan with teachers, guidance counselor, Student Services teacher, and administrator. ● See Student Improvement Plan Form, page 25.

Step 4 Monitor student's progress, based on Student Improvement Plan or strategies implemented by classroom teacher(s).	● Guidance counselor ● Student Services ● Teachers ● Parents ● Student
Step 5 If the student has made measurable improvement, continue with the Student Improvement Plan or strategies implemented by the classroom teacher.	● Guidance counselor ● Student Services ● Teachers ● Parents ● Student
Step 6 If the student's difficulties continue with no measurable improvements, the guidance counselor and Student Services will recommend a comprehensive evaluation by an educational psychologist.	● Provide parents documentation of teachers' concerns, Student Improvement Plan, implemented strategies, and results of strategies.
Step 7 Student Services Coordinator will determine eligibility for special education services based on psycho-educational assessment report and other supporting documents.	● Existing and projected support services and resources must be able to meet the individual needs of the student. ● If additional services and resources are required beyond what's already available, parents must agree to pay for a one-to-one special education assistant. The one-to-one assistant is interviewed and hired by the school.

Step 8 Parent teacher conference	• Discussion of psycho-educational assessment report and eligibility for special education services • See Parental Consent Form, page 23.
Step 9 Education Plan	• Student services teacher will create a Student Profile, SMART goals, and schedule of special education services (See Section 2, Spectrum of Special Education Services).
Step 10 Monitor student's academic and/or behavioral progress.	• Student Services teacher, classroom teachers, guidance counselor, student, and parents, will determine if the levels of support need to be adjusted.

Exit Process	
What are the exit criteria?	• Student no longer requires instructional and testing accommodations. • Student is not on Academic Probation or Warning. • Student no longer requires academic and/or behavioral interventions from Student Services Team.
Who is involved in determining whether a student will exit Student Services?	• Student Services Coordinator • Student Services case manager • Classroom teachers • Guidance counselor • Parents • Student (as developmentally appropriate and with consent from parents)
Do parents need to consent to having their child exit the Student Services Program?	• Yes. • See Parental Consent Form, (see appendix)

SECTION TWO

What services do we provide to facilitate fair access to the curriculum for our students with special education needs?

Student Services Team Composition and Students' Special Education Needs	
Who is on the Student Services Team?	- Middle and Upper School Coordinator - Middle School Student Services Assistant Teachers - Upper School Student Services Assistant Teachers
What related services are available in the local community?	- Speech and language therapy - Occupational therapy - Psycho-educational assessments
What is the range of special education needs that we support?	- Asperger's Syndrome - Attention Deficit Hyperactivity Disorders - Autism Spectrum Disorders - Developmental Coordination Disorder - Down's Syndrome - Intellectual Disability - Profoundly Hearing Impaired - Sensory Integration Disorder - Specific Learning Disabilities (Dyscalculia, Dysgraphia, Dyslexia, and Nonverbal Learning Disorder) - Speech and Language Disorders

Spectrum of Special Education Services	
Who is responsible for providing the services below?	- Middle and Upper School Coordinator - Middle School Student Services Assistant Teachers - Upper School Student Services Assistant Teachers

Case Management	• Advocate for the students' special education needs. • Monitor students' academic and/or behavioral progress. • Communicate with parents regarding students' academic and/or behavioral progress. • Develop, monitor, update, and report on student profiles, education plans, and SMART goals. • Case management is distributed amongst the coordinator and assistant teachers.

Student Profiles	• Information included: students' strengths, areas of difficulty, instructional strategies and accommodations in these areas of learning
	  o Reading
	  o Writing
	  o Math
	  o Language & communication
	  o Memory
	  o Information processing
	  o Attention
	  o Organization
	  o Social cognition
	  o Self-advocacy
	• Profiles also include test accommodations and students' interests and learning styles.
	• Updated periodically with input from teachers, students, and parents.
	• Sources of information: psycho-educational assessment reports, related-services reports (speech and language, occupational therapy, physical therapy, etc.), recommendation letters, teachers' reports, parents reports, and observations.
	• See Student Profile template, page 28.

	• Student Learning Plans are confidential. o Access to student profiles: administrators, parents, Student Services Team, guidance counselors, and students' current teachers.

Spectrum of Special Education Services, cont'd	
SMART Goals	• SMART: **s**pecific, **m**easureable, **a**chievable, **r**esults-oriented, **t**ime-bound • One SMART goal per student at a time • Based on students' individualized academic and/or behavioral needs • Developed by students with guidance from case managers or skills enrichment/learning support teachers

	● See SMART Goals Worksheet template, page 31.

Learning Plans	● Includes the following information:
	  o Student's special education needs
	  o Student Profile
	  o SMART Goals
	  o Special education services provided, including duration and frequency
	● See Education Plan template, page 33.
	● Includes assessment accommodations the student requires in each class.

Skills Enrichment (MS) and Learning Support (US) Classes	● No grade is given. Student's grade point average is not penalized.
	● See Skills Enrichment/Learning Support Class Syllabus, page 35.
	● In lieu of modern language (grades 6 to 10) and study hall (grades 11 to 12)
	● Provided for students with difficulties in reading, writing, math, and/or organization/time management skills
	● Enrollment is decided by
	  o Student Services Coordinator
	  o Guidance Counselor
	  o Parents
	  o Students (as appropriate, with parent consent)
	● Small group instruction in learning strategies and support with
	  o Reading, writing, and math skills
	  o Organization and time management skills
	  o Self-advocacy skills and independence
	  o Developing, monitoring, and adjusting SMART goals

Mainstream Classroom Support	● English, science, math, social science, and/or electives ● Provide in-class support for 2 to 4 students or on a one-to-one basis. ● Support is focused on students' individualized needs in reading, writing, math, organization, time management, and/or behavior. ● Implement, in collaboration with the classroom teacher, necessary accommodations for students based on their individual needs. ● Classroom support teacher may assist all students in the classroom when necessary, as agreed upon with the classroom teacher.

Spectrum of Special Education Services, cont'd	
Modified Curriculum	● English, science, math, social science, and/or electives ● Push-in or pull-out or combination ● Designed for students whose diagnosed special needs significantly limit their ability to access the general curriculum, given standard and reasonable classroom accommodations ● Modified curriculum is based on Brent's published curriculum. ● See Parental Consent Form, page 23.

Transition Services	- Transition plans/programs during the following transitions - Grade 5 to grade 6 (Lower school to Middle school) - Grade 8 to grade 9 (Middle school to Upper school) - Grade 12 to Post-secondary education - Persons involved: parents, guidance counselor, Student Services coordinator, and student.

Accommodations VS Modifications	
What are accommodations?	Accommodations - Change the way tasks are presented; - Allow the student to complete the same work as other students; - Do not alter the content of assignments; - Do not give unfair advantage; - Do not change what tests measure; and - Do not change the way assignments are graded.
How are students who receive accommodations graded?	- Students who are given accommodations are required to achieve the same curricular standards as students without special needs. - Their grades are not weighted or adjusted due to accommodations. - They are eligible to receive academic and extracurricular awards. - Curricular and academic expectations remain unchanged. - See List of General Accommodations, page 36.
What are modifications?	- Modified Courses - Any course that has reduced or altered standards and objectives due to the student's special needs, which significantly limits his/her ability to access the general curriculum, given standard and reasonable accommodations. - Modification Methods - Reduction of curriculum content and assessments, and/or - Alternate curriculum content and assessments
Who is eligible for modifications?	Students who have diagnosed special needs that significantly limit their ability to access the general curriculum, given standard and reasonable instructional and assessment accommodations.
Who is involved in determining eligibility for modifications?	- Classroom teacher - Student Services coordinator and case manager - Guidance counselor - Parents (See Parent Consent Form, page 23.)

	● Administrator

How are the modifications determined?	● Modified curriculum is based on
	   o Student's special education needs
	   o Student's educational goals
	   o Parent's goals for the student
	   o Support services and resources available

How are students who have modified curriculum graded?	● Students on a modified curriculum will have a separate Gradequick section. ● "Modified _____" will be the course title, i.e. "Modified English 9." ● Students on modified curriculum are eligible to receive academic and extracurricular awards. ● Grade point averages are not weighted or penalized due to a modified curriculum.

What is the process for receiving accommodations for the SAT (College Board) and International Baccalaureate (IB) Exams?	● SAT (College Board)
	   o Assessment report with diagnosed special education need must be within the last five years.
	   o Test accommodations must already be implemented by teachers and used by the student for classroom assessments.
	   o Upper School guidance counselor processes the application with the College Board.
	
	● IB Exams
	   o Assessment report with diagnosed special education need must be within the last two years.
	   o Test accommodations must already be implemented by teachers and used by the student for classroom assessments.
	   o IB Coordinator processes the application with the College Board.
	
	● Accommodations are confidential and do not affect how the student is graded compared to other students.

SECTION THREE

What services do we provide teachers to facilitate access to the curriculum for our students with special education needs? How do we collaborate with teachers to facilitate this process?

Services for and Collaboration with Classroom Teachers	
Spectrum of special education services	● See Section Two

Student Services Google Folder	● Contains the following documents and resources:
	  o Current students' Student Learning Plans
	  o Students' SMART Goals Worksheets
	  o Instructional resources and links to special education related websites and articles

Classroom collaboration models	● 6 Models of Classroom Collaboration ● See "Models of Classroom Collaboration between Student Services and Classroom Teachers"

Shared and distinct roles and responsibilities	● Student services classroom support teachers and subject area classroom teachers discuss and agree upon shared and distinct roles and responsibilities.
	● See the following guides to facilitate collaboration in the appendix
	  o "Benefits and Challenges of Classroom Collaboration"
	  o "Choosing the Most Appropriate Models of Classroom Collaboration"
	  o "Distinct and Shared Responsibilities of Student Services and Subject Area Teachers"

Curricular teams	● Members of the Student Services Teams are integrated into subject area departments during Thursday morning curriculum meetings.
	  o English, math, social science, science, and modern languages
	  o Assignment to curricular teams determined by Student Services Coordinator and Academic Affairs Director

SECTION FOUR

What services do we provide parents and families to facilitate access to the curriculum for our students with special education needs?

Services for and Collaboration with Parents	
Parent Resource Group	- The primary purpose of the Parent Resource Group is for the Student Services Team, Guidance Counselors, and Parents of students with special educational needs to collaborate closely to share information, strategies, and resources to support the academic, behavioral, and/or social development of our students with special educational needs or general difficulties with learning. - The Parent Resource Group meets once per quarter and is facilitated by the following group members: - Student Services Coordinator, Middle and Upper Schools - Student Services Coordinator, Lower School and Early Learning Center - Speech and Language & Social Thinking - Guidance Counselor, Upper School - Guidance Counselor, Middle School - Topics for meetings are based on parents' interests and facilitators' areas of expertise.
SENIA Parent Conferences	Offered some years

SECTION FIVE

How do we promote and facilitate inclusion of students with special education needs within the Brent school community?

Inclusion within the Brent School Community	

● Kindergarten Buddy Program	● Volunteer basis
	● Student Services team member and kindergarten teacher plan and coordinate the program
	● Open to middle and upper school students enrolled in the Skills Enrichment or Learning Support classes
	● General program goals for student volunteers
	  o Develop leadership skills
	  o Practice self-advocacy skills
	  o Develop social skills
	  o Practice reading and other academic skills
	  o Develop self-confidence

● School-based internships	● Open to grade 11 and 12 students who have one or more scheduled learning support classes
	● General goals of the internship program
	  o Develop leadership skills
	  o Develop social skills
	  o Develop life skills
	  o Increase self-confidence and independence
	● Student Services team members determine internship sites based on
	  o Student's interests and goals
	  o Availability and consent from internship hosts
	  o Administrator's approval
	  o Student's schedule

● SENIA Youth Club	● Student can participate in a weekly club that focuses on leadership, friendship and awareness for students with student needs.
● Extra-curricular activities	● All students in the Student Services Program are encouraged to participate in a wide range of extracurricular activities. ● After school academic support is balanced with participation in extracurricular activities.

SECTION SIX

With which community-based or international organizations are we affiliated?

Local Community and International Affiliations	
● SENIA (Special Education Network in Asia)	● http://www.senia.asia/ ● Mission o SENIA is a network of educators, professionals and parents across Asia dedicated to supporting children with special learning needs. Working together, we will provide a network to combine our strengths to help raise awareness and advocate for the children in our lives. ● SENIA hosts an annual 2 to 3 day conference, which is open to all educators and parents who have interest in special education.
● SENIA Manila	● Local chapter of SENIA

SECTION SEVEN

How do we build the capacity of our Student Services Team?

Professional Development	
● In-service training	● Throughout the school year ● Facilitated by members of the Student Services team ● Topics determined by interests and professional development needs of the team
● SENIA Manila	● Professional development workshops, one or two times per year ● Facilitated by members of SENIA Manila ● Topics determined by interests and professional development needs of the members of SENIA Manila ● Workshop logistics determined by the SENIA Manila organizing committee.
● Brent weekend workshops	● Brent weekend workshops are open to members of the Student Services team.
● Local workshops and conferences sponsored by	

the U.S. Embassy and Office of Overseas Schools	● Student Services Coordinator, with approval from Brent administrators, applies for funding through the Regional Education Officer, Office of Overseas Schools.
● Assistance in Kind, U.S. Embassy and Office of Overseas Schools	● Student Services Coordinator, with approval from Brent administrators, applies for funding through the Regional Education Officer, Office of Overseas Schools. ● Assistance in Kind funds used to purchase special education related resources to be used by either the Student Services team or students with special education needs

SECTION EIGHT

The IBO's Access and Inclusion Policy

"The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate." Access and Inclusion Policy. IBO, 2018. P2

The IBO has a long list of terminology and the principles adhered to by the IBO that the access and inclusion policy team bases the decision to approve accommodations that need to be shared for common understanding of the IB's access and inclusion policy

The following pieces of information are directly from the Access and Inclusion Policy published by the International Baccalaureate Organization and released in November 2018:

Terminology

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstances

Circumstances that are not commonly within the experience of other candidates with access requirements. The IB reserves the right to determine which circumstances qualify as "exceptional" and therefore justify a particular access arrangement.

Invigilator

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.

Students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Reasonable adjustments

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

Technical language (cognitive academic language proficiency)

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject. Refer to *Developing academic literacy in IB programmes* (August 2014) which refers to cognitive academic language proficiency (CALP).

Temporary medical conditions

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations.

Additional or extra time

A specific percentage of examination time authorized to a candidate with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Usual way of working

The access arrangements established for a specific student during learning and teaching in school. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for class tests and examinations.

MYP only

RGB colour model

The RGB colour model is used to display colours in images in electronic systems (such as television and computer screens). This model blends the colours red, green and blue in various ways to produce a broad spectrum of colours. The RGB model has been used for selection of text/background colour in the MYP onscreen examinations.

1 Principles

All inclusive access arrangements authorized by the IB are based on the following principles.

Maintaining standards

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.

1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments

cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting usual ways of working

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Consistency for all candidates

1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.13 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

Confidentiality

1.14 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Maintaining integrity of the assessment

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements.

1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

Exceptional issues

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible.

SECTION Nine

Appendix

- Application File Review
- Parental Consent Form
- Student Learning Plan Template
- SMART Goal Worksheet Template
- Skills Enrichment/Learning Support Class Syllabus
- List of General Accommodations
- Overview of Co-Teaching
- Models of Classroom Collaboration between Student Services and Classroom Teachers
- Benefits and Challenges of Classroom Collaboration
- Choosing the Most Appropriate Models of Classroom Collaboration
- Distinct and Shared Responsibilities of Student Services and Subject Area Teachers

Student Services Feedback Form for Admissions Committee Use

1	Applicant's Name	Applying to Grade	For School Year

2	Formal Diagnosis of Applicant

3	Predicted Level of Support		Current % of SS	
	Box checked for the support likely needed:			
		1: One-On-One	# of total students in school level:	# of total students in grade level:
		2: Modified Curriculum		
		3: Push-in Support	# of SS students in school level:	# of SS students in grade level:
		4: Support Class	% of SS in the school level:	% of SS in the grade level:
		5: Monitor only		
			(Schoolwide Goal of SS Population: 6-8%)	
	Support Available: Yes No			

4	Application Documents	Reviewed	Needs to Submit
	Psychoeducational or Neuropsychological Report		
	Speech and Language Report		
	Occupational Therapy Report		
	Education Plan (IEP/LP)		
	Resource Teacher Evaluation		
	Other:		

5	Support Options	Likely Needed Yes / No
	One-On-One	
	Modified Curriculum for:	
	Push-in Support for:	
	Skills Enrichment (MS) or Learning Support Class (US) in lieu of Modern Language Class	
	Behavior Modification Plan	
	Speech and Language Therapy	
	Social Thinking	
	Other:	

6	Comments
	Completed by Priscilla Leighton **Date:**

Student Services, Middle and Upper Schools
Parental Consent Form

Student	Grade	School Year

Special Education Services	Date Effective
Start	
Continue	
Exit	

Supporting Documents	Date of Report	Reviewed
Psycho-educational Assessment Report		
Speech and Language Assessment Report		
Physical or Occupational Therapy Report		
Quarterly Progress Reports		
SMART Goal Worksheet		
Other:		

Applicant's special educational needs:

The student has meet the following exit criteria (circle all that apply):
- Student no longer requires instructional and testing accommodations.
- Student is not on Academic Probation or Warning.
- Student no longer requires academic and/or behavioral interventions from Student Services Team.

- Other:

Spectrum of Services	Recommended	
	Yes	No
Student Services Case Manager		
Student Profile (Special Needs, Strengths, Areas of Difficulty, and Instructional and Testing Accommodations)		
Education Plan with Individualized Goals		
Skills Enrichment (MS) or Learning Support Class (US) in lieu of Modern Language Class		
Mainstream Classroom Support Teacher Subjects:		
One-to-one Assistant Teacher		
Modified Curriculum Subjects:		
Speech and Language Therapy (Language or Social Skills)		
Behavior Modification Plan		
Other Services Needed:		

Parental Consent

I/we agree with and understand the above recommendations.
I/we give Student Services permission to share special education related confidential information with my/our child.
Parent Signatures:
Date:

Student Services Feedback Form for Admissions Committee Use

STUDENT LEARNING PLAN
School Year 2018-2019

Personal Data

Name		Special Education Need	
Date Of Birth/ Age		Date of Latest Assessment	

Strategies/ Accommodations

Areas of Strengths	

Areas of Need/ Difficulty	Instructional Strategies

Test Accommodations (as needed and agreed upon with SS and Gen. Ed)	Accommodations (as needed and agreed upon with SS and Gen. Ed)

Additional Information

Name	Role	Contact Information
	Father	
	Mother	
	Case Manager	

Noted by:

MS/US Student Services Coordinator

Approved by:

_____
Parents' Signature

_____
Date

IS MY GOAL S.M.A.R.T.?

My Goal:		

Specific	What EXACTLY do I want to achieve?	Write your answer here:
Measurable	I will know I have reached my goal when...	
Attainable	With hard work, is it possible to reach this goal by the deadline?	
Realistic and **R**elevant	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:	
Time- Bound	I will reach my goal by:	

Brent International School Manila
Student Services Program

SKILLS ENRICHMENT /LEARNING SUPPORT SYLLABUS

Teacher:
Email:
Tutorials/remedial schedule:

OBJECTIVE: The objective of this course is to increase the academic, social and emotional success of students by providing enrichment and reinforcement of the necessary skills in support of the school's curriculum by implementing specific instructional strategies and educational goals for students.

DESCRIPTION: The program provides guidance and instruction in the following skills based on students' individualized needs and SMART Goals:

Self-advocacy	Organization	Time management
Reading	Writing	Problem solving
Behavior management	Social cognition	Test-taking

REQUIREMENTS:

- Student Daily Planner and binder
- Curriculum materials (textbooks, notebooks, hand-outs, etc.)
- Writing Implements

CLASS EXPECTATIONS:

Have high expectations for yourself.			
Be respectful.	Be prepared.	Be courteous.	Be on time.

GENERAL STRUCTURE:

- Students must participate in the development, monitoring, and adjustment of their goals.
- Student must work on at least one goal per class

ASSESSMENT:

- Assessment of students is based on their individualized SMART Goals. No letter grade is given.
- Citizenship marks will be given.

HOMEWORK AND PLAGIARISM POLICY: Since the skills enrichment/learning support class aims to support students with their academic progress in their content area classes, the late homework and plagiarism policies of the content areas classes will be followed.

Accommodations and Modifications

General List

- **Presentation:**

  o Provide on audio tape

  o Provide in large print

  o Reduce number of items per page or line

  o Provide a designated reader

  o Present instructions orally

- **Response:**

  o Allow for verbal responses

  o Allow for answers to be dictated to a scribe

  o Allow the use of a tape recorder to capture responses

  o Permit responses to be given via computer

  o Permit answers to be recorded directly into test booklet

- **Timing:**

  o Allow frequent breaks

  o Extend allotted time for a test

- **Setting:**

  o Provide preferential seating

  o Provide special lighting or acoustics

  o Provide a space with minimal distractions

  o Administer a test in small group setting

  o Administer a test in private room or alternative test site

- **Test Scheduling**

    o   Administer a test in several timed sessions or over several days

    o   Allow subtests to be taken in a different order

    o   Administer a test at a specific time of day

- **Other**

    o   Provide special test preparation

    o   Provide on-task/focusing prompts

    o   Provide any reasonable accommodation that a student needs that does not fit under the existing categories

Source: http://www.ldonline.org/index.php

Modifications change *what* students are expected to learn. Modifications refer to a change in expectations. They same academic content may not be mastered by students with disabilities as others in the same classroom. The changes are made so students have the opportunity to participate actively and productively along with others students in classroom learning experiences. Modifications might include changes in content, instructional level, and/or performance criteria.

Who is Eligible for Modifications? Students who have diagnosed special needs that significantly limit their ability to access the general curriculum, given standard and reasonable instructional and assessment accommodations.

Who is involved in determining eligibility for Modifications?
1. Classroom teacher
2. Student Services Coordinator and case manager
3. Parents
4. Guidance counselor
5. Administrator

How Are Modifications Determined?
Modified curriculum is based on
1. Student's special educational needs and diagnosis
2. Student's educational goals
3. Parent's goals for the student
4. Support services and resources available

Modified Courses

o Any course that has reduced or altered standards and objectives due to
the student's special needs, which significantly limits his/her ability to access the general
curriculum, given standard and reasonable accommodations.

Modification Methods

o Reduction of curriculum content and assessments, and/or Alternate curriculum content and
assessments

Accommodations change *how* students access information and demonstrate learning.
Select accommodations that reduce the effect of a student's disability to access instruction but
do not reduce learning expectations. Teachers in the general education classroom can make
accommodations for any student (e.g. ADD/ADHD, dyslexic) who needs it. Selection depends
on the individual needs of the student and the assignment.

ACCOMMODATIONS

Testing	**Reading**
Provide Study questions and Study Guide	Use books on CD
Use open book/notes test	Provide books with key words/phrases already highlighted
Allow a student made note card to use on test	Use visuals to add meaning
Consider effort and participation	Allow students to highlight text
Allow oral responses	Provide bulleted information
Read test aloud	Graphic organizers
Vary test format	Direct instruction and strategy instruction
Allow use of technology	Use small group instruction
Extra time	Use magnifying bars
Limit answer choices	Use word frames
Give test is smaller chunks	Exempt from reading aloud before peers
Small group/pull out testing	Content vocabulary cards with visuals
Monitored breaks	
Shorten test	
Study cards with visuals	
Homework Assignments	**Writing/Written Expression**
Display examples/models	Use a word processor
Provide written and verbal directions	Utilize content outline with major points in bold
Break assignments into smaller segments or tasks	

Reduce assignments length Give alternative projects Extend time Staggered deadlines for long term assignments/projects Check that homework is written correctly in Agenda Sequence the steps in a task by numbering Give directions in small steps	Record lectures for student to watch/listen to again Provide a copy of class notes Allow oral responses Use a note taker Additional time Do not penalize for handwriting or spelling errors. Use digital dictionary/thesaurus Graphic organizers to plan outlines Color code paper and/or ink Use visuals

<u>Co-Teaching Overview</u>

Six Models of Co-Teaching

1. <u>Lead and Support</u>
    a. **Classroom Teacher:** Plans and delivers
    b. **Support Teacher:** Supports delivery by monitoring behavior, encouraging participation, checking for understanding, expanding, clarifying, etc

2. <u>Parallel Teaching</u>
    a. <u>Both teachers teach content</u>

3. <u>Station Teaching</u>
    a. **Classroom teacher:** Works with large group
    b. **Support Teacher**: Uses additional materials or techniques to make curriculum more accessible for a small group

4. <u>Differentiated Group</u>
    a. Parallel Teaching: **Both teachers** provide simultaneously teach the same content and skills using different instructional methods
    b. Alternative Teaching: **Both teachers** work with different groups to teach different content and skills. Teachers may switch groups.

5. <u>Team Teaching</u>
    a. Both teachers plan and facilitate instruction as they take turns delivering different components to the whole class.

*regardless of model and role, both teachers should be actively engaged 100% of the time.

General Roles and Responsibilities

Vary from one model to the next but general guidelines apply across all 6 models.

Classroom Teacher
- Primary responsibility is designing and delivering instruction
- Provides curriculum and materials
- Responsible for recording and determining grades
- Subject content expert

Support Teacher
- Provides extensive knowledge of students' Learning Profile (learning style, disability, strengths, executive functioning weakness etc)
- Provides individualised strategies, resources and information to support student learning
- Ensures that modifications and accommodations are implemented. May modify study guides, exams, etc
- Follows up on homework and test prep for Support Students

Benefits and Challenges
Benefits and challenges differ from one model to the next. However, theses generally pertain to all six models of collaboration.

Benefits of Classroom Collaboration
- Reinforces effective teaching practices
- Increases support for teachers and students
- Increases collegial exchange of strategies and ideas
- Teachers have a heightened awareness of students' needs and levels of understanding
- Support Teachers can also support mainstream students
- Curriculum is more likely to be communicated in a meaning
- Reduces teacher to student ratio\
- Easier to meet student needs: academic support, extension, modification, accommodations enrichment, reinforcement etc
- Allows for more flexible teacher to meet student needs
- Outcomes are shared between Classroom Teacher and Support Teacher

- Classroom Teacher and Support Teachers combine their knowledge and resources
- Students are exposed to and benefit from different teacher methods
- All students benefit from each teacher's' area of expertise
- Teachers may gain renewed energy and be prompted to try new ideas to reach students

Challenges
- Support Teachers and Classroom teachers may not be viewed and treated as equals in the classroom
- Mainstream students may question the role of the Support Teacher
- Support Teachers may not have depth of knowledge in subject content
- Students may miss out on content while receiving specialized instruction.
- Students who are getting support may feel stigmatized
- Time for co-planning (varies)
- Teachers may not understand their role in the classroom which may lead to resentment or conflict

Tips for Avoiding and Overcoming Challenges
- Classroom Teacher introduces Support Teacher to the class and explain their interrelated roles.
- Teachers accept each other's' contributions as integral to the collaboration process.
- Support Teacher and Classroom Teacher must have a high level of trust and commitment to each other and the students
- Support Teacher and Classroom Teacher must feel comfortable with each other's roles in the classroom.
- Be flexible and adaptable
- Vary grouping and switch roles
- Coordinate so neither group is missing out on appropriate content and content coverages happens in about the same amount of time
- Make sure the co-planning time you do have is effective and efficient
- Design and implement a conflict resolution strategy
- Share a vision for the students and classroom
- Make expectations and objectives clear so the both teach can do some planning and preparing on their own time
- Share ownership of the learning and classroom
- Use conversation guides and communicate about roles often. Make roles and expectations clear.

● Respect each other's contributions and expertise

Lead and Support Model

**Classroom Teacher (CT):**
● Plans and facilitates lesson

Support Teacher (ST):
● Summarises main ideas on the board as CT lectures
● Writes main concepts on the board during class discussion and debates
● Clarifies concepts by adding and using visual cues
● Writes homework and due dates on the board
● Monitors behavior and checks for understanding
● Keeps students on task and encourages participation
● Adds and expands with questions, rephrasing, and anecdotes
● Uses digital or paper "Student Feedback Forms" developed with specific goals in mind to provide feedback on classroom performance and behavior.

Diagram of Lead and Support
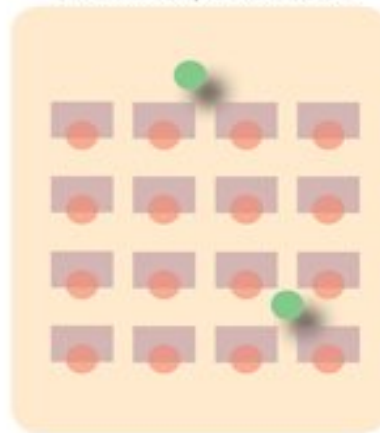
Advantages

● Limited co-planning time is required
● Basic to in-depth support for students is achievable
● Support Teacher is able to assist the mainstream students as well
● Support Teacher can provide support even if depth of knowledge in the given content area limited
● Great for roleplaying desired behaviors or study habits. For example, asking questions , probing for extra information, raising hands, and taking notes.

Challenges
● Support Teacher's time may be taken away from students with special needs when assisting mainstream students

● Teachers weak in technology may have struggle with the digital feedback forms

Targeted Small Group Teaching

Classroom Teacher (CT)
● Facilities lesson for the larger group. Plans lesson with ST.

Support Teacher (ST)
● Plans small group enrichment or remedial lesson with CT.
● Works with a targeted small group of students (3-8) and may use additional materials, strategies, resources, etc. in order to make the curriculum more accessible to those students.

Excellent for:
● cooperative learning activities, reading groups, and learning centers
● Pre-teaching new concepts (vocabulary, etc), Enrichment and reviewing
● Guided reading, Skills groups, strategy groups, literacy groups
● Extending and enriching content
● Groups driven by student needs: Based on assessments, MAP scores, learning styles, content weakness or strengths.

`

Diagram of Targeted Small Group
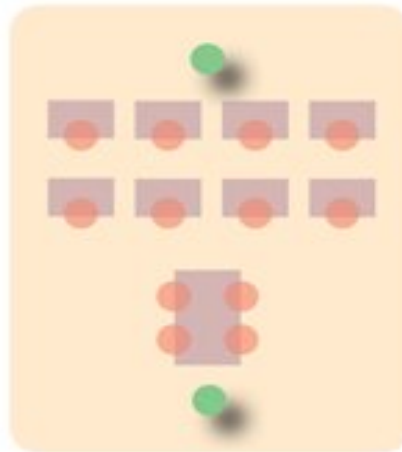
Advantages
● When teaching different content, each teacher can prepare their part of the lesson independently so less co-planning time is needed
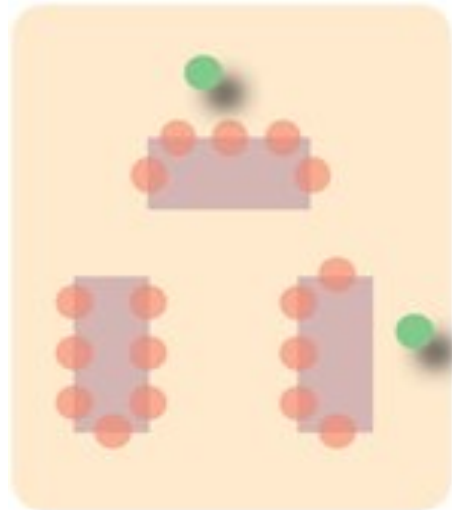● Allows for instruction tailored to students' needs.

Challenges
● Be cautious that students receiving extra support don't feel stigmatised
● Make sure neither group is missing out on appropriate content.

<h1 style="text-align:center">Station Teaching</h1>

Classroom Teacher CT and Support Teacher (ST):
Both teachers divide content and students. Each teacher then teaches their content to one group. Teachers repeat content to each group. Adding additional groups allows for students to work independently.

Diagram of Station Teaching

Advantages:
- Reduces teacher to student ration
- Increases processing time and decreases feedback time
- Use when projects require close supervision
- When teaching different content, each teacher can prepare their part of the lesson independently, so less co-planning time is needed
- All students are taught by both teachers
- Great for interdisciplinary tasks and lessons with multiple steps (preparing for a lab, then writing the report).

Challenges:
- Noise and activity levels may increase
- Be cautious that students receiving extra support don't feel stigmatised
- Make sure neither group is missing out on appropriate content

Team Teaching

Classroom Teacher CT and Support Teacher (ST):
- Plan and design instruction
- Take turns implementing different components of the lesson to the whole class (like a duet)
- CT provides curriculum materials
- ST provides strategies to support students' special needs.

Diagram of Team Teaching
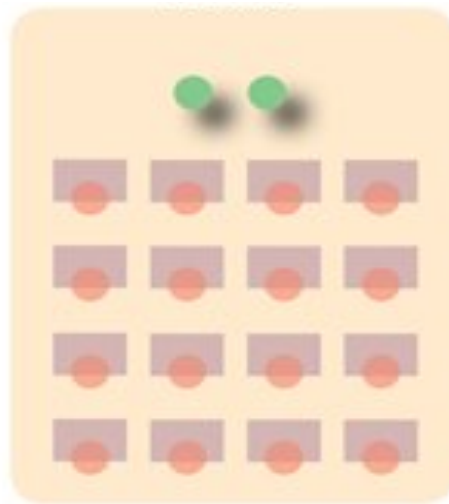
Advantages
- Teachers provided continuous modeling of what is expected
- Content is delivered through different teachers provides instructional variety that benefits students
- Students perceive the teachers as equals in providing content and skills
- A high level of trust and commitment to each other and students is developed
- Easier to implement multiple modalities of learning.

Challenges
- Requires substantial co-planning time
- ST must have a strong grasp of subject content (at least for that unit or lesson).

Parallel Teaching

Classroom Teacher (CT) and Support Teacher (ST)
- Simultaneous teach the *same* content and skills using different methods
- Work together to create differentiated student groups
  - Based on learning style, MAP scores, assessments, interests, skill weakness, content weakness, strengths, content, etc.
- Use different methods of instruction
- Give instruction in different locations (if possible).

Diagram of Differentiated Group
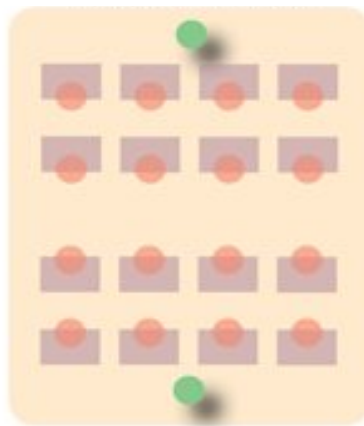
Advantages
- Increase interactions between students and teachers
- Increase processing time for students
- Great for discussions, reinforcement, clarification and practice activities
- Use when projects require close supervision
- Allows for flexible teaching that may be tailored to students' needs.

Challenges
- Substantial co-planning time is needed
- Noise and activity levels are heightened
- Support Teacher needs high level of subject content
- Timing and coordination of instruction within the classroom can be difficult.
- When a Support Teacher is assigned to multiple subjects or grade levels,focusing on planning and content is difficult.

Distinct and Shared Responsibilities of
Support Teachers and Classroom Teachers

Specific roles and responsibilities may vary based on Co-Teaching Models selected. However, an initial conversation about basic responsibilities and expectations sets a foundation for a positive working relationship of trust and commitment.

Category	Responsibilities		
	Support Teacher	**Shared**	**Classroom Teacher**
Grading			
General Classroom Management			
Behavior Management			
General Communication with Parents			
Implementing Accommodations and Modifications			
Modifying Study Guides, Assessments, Homework			
Planning Lessons			
Following up with Support Students about class requirements			
Following up with Parents of Support Students about class requirements			
Implementing strategies and interventions outlined in the IEP			

Selecting the Most Appropriate Co-Teaching Model

Factors to Consider
1. **Learning Needs of Students**
2. **Teacher Needs**
   a. Familiarity with co-teaching
   b. Own knowledge and expertise
3. **Curriculum**
   a. Instructional strategies that are most conducive to the content
   b. Content may need a highly structured delivery and procedures
   c. Content may be better delivered through group work, discussions, centers
4. **Pragmatic Considerations**
   a. Space and noise levels
   b. Time and intensity of co-planning
5. **Co-Teaching Model**
   a. Lead and Support
   b. Parallel Teaching
   c. Station Teaching
   d. Targeted Small Group
   e. Team Teaching

Lesson/Unit	Co-Teaching Model(s) Chosen	Rationale

MS-US Special Education Needs (Student Services) pages revision led by Mrs Priscilla Leighton, head of student services, and the student services team,

The inclusion of the IB's document on access and policy was added by the DP coordinator.

Citation:

"Access and Inclusion Policy." *Access and Inclusion Policy,* International Baccalaureate Organization, 2018, pp 2, 7-13