



## **Inclusion Policy**

Middle and Upper Schools  
2024-2025

## Table of Contents

<b>The BRENT INTERNATIONAL SCHOOL Mission Statement.....</b>	<b>3</b>
<b>The IBO’s Mission Statement.....</b>	<b>3</b>
<b>Student Services Mission Statement.....</b>	<b>3</b>
<b>The IB Curriculum Model.....</b>	<b>4</b>
<b>Expected Schoolwide Learning Results (ESLRs).....</b>	<b>5</b>
<b>IB Learner Profile.....</b>	<b>7</b>
<b>Section 1: Admissions.....</b>	<b>8</b>
<b>Section 1.1: Admissions Process.....</b>	<b>8</b>
<b>Section 1.2 Referral to the Student Services Program.....</b>	<b>10</b>
<b>Section 1.3 Exiting the program.....</b>	<b>15</b>
<b>Section 2: School Programs.....</b>	<b>16</b>
<b>Section 2.1: Student Services Program.....</b>	<b>16</b>
<b>Section 2.2 English as a Second Language and Supports for Academic Language Development.....</b>	<b>21</b>
<b>Section 2.3 External Testing Accommodations (SAT and IB).....</b>	<b>21</b>
<b>Section 2.4 Clubs, Extracurricular and Internship programs.....</b>	<b>23</b>
<b>Section 3: Collaboration and Professional Development.....</b>	<b>24</b>
<b>Section 3.1: Collaboration with General Education Teachers.....</b>	<b>24</b>
<b>Section 3.2: Collaboration with Parents.....</b>	<b>25</b>
<b>Section 3.3: Capacity Building for the Student Services Team.....</b>	<b>26</b>
<b>Section 4: External Communities, Programs and Services.....</b>	<b>27</b>
<b>Section 5: Review Cycle.....</b>	<b>29</b>
<b>APPENDIX.....</b>	<b>30</b>
Student Services Feedback Form.....	30
Teacher Checklist.....	32
Student Services Program Recommendations.....	35
IB Accommodations Consent Form.....	36
Individualized Learning Plan.....	37
Skills Enrichment /Learning Support Syllabus.....	40
List of Accommodations.....	42
Co-Teaching Models of Collaboration:.....	43
<b>References:.....</b>	<b>50</b>

### **The BRENT INTERNATIONAL SCHOOL Mission Statement**

The Mission Statement of all Brent International Schools states that, “Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.”

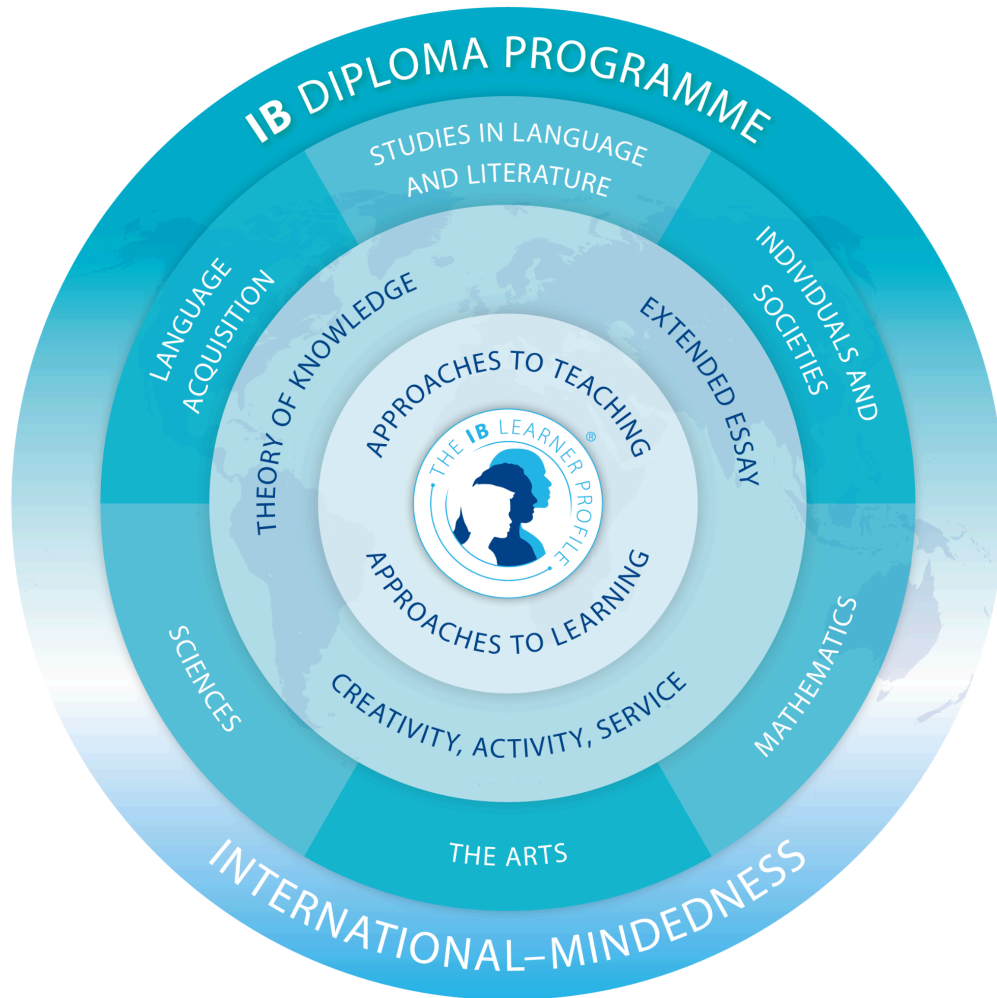
### **The IBO’s Mission Statement**

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” IBO.2014

### **Student Services 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).

## The IB Curriculum Model



*Brent International Schools*

**Expected Schoolwide Learning Results (ESLRs)**

**Brent School's goals and philosophy are grounded in the Expected School-wide Learning Results, which state that the school prepares students to be:**



**Responsible citizens who:  
exercise leadership, work cooperatively with others, and are sensitive and responsive to the needs of their communities;**



**Critical thinkers who:  
are self directed, solve problems creatively, and contribute their talents to their communities;**



**Technologically literate individuals who:  
use technology effectively to achieve personal, professional and academic betterment, adapt their skills to respond to the needs of a changing world, and use technology in an ethically responsible manner;**



**Healthy individuals who:**  
exhibit behaviors conducive to physical wellness, understand the spiritual and emotional dimensions of health, and are appropriate role models of wellness in their communities;



**Tolerant individuals who:**  
are familiar with and proud of their own cultural traditions, are familiar with and appreciate diverse cultures and value systems, and recognize that they are members of a global community;



**Effective communicators who:**  
demonstrate accuracy and fluency in written and oral communication, demonstrate the ability to listen and understand, and take responsibility for the messages within their communications;



**Life-long learners who:**  
are intellectually curious, have a passion for the truth, and integrate and apply what they learn.

Source: [brent.edu.ph](http://brent.edu.ph)

## IB Learner Profile

**IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
--	---

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate®  
Baccalauréat international  
Bachillerato Internacional

© International Baccalaureate Organization 2013  
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Source: ibo.org

**Section 1: Admissions****Who is included in our Student Services Program?**

Student Services strives for an inclusive set up in a mainstream system. Therefore, students who are enrolled and are identified with a learning disability (e.g. subject specific learning disability, general learning disability); students identified with neurodevelopmental delays/disabilities (e.g. ADHD, Autism Spectrum Disorder, Down Syndrome); and students identified with adverse mental health issues that impedes learning (e.g. depression, anxiety) may be part of the program.

**Section 1.1: Admissions Process**

The student services coordinator is included in the admission process when an incoming new student's application presents documentation of a diagnosis or provides evidence of special education needs. The Student services coordinator is also involved when the admissions, school counselor, and past/current teachers have suggested that the student may have undiagnosed special education needs. See Table 1 for the Admissions Process.

Table 1: Admissions Process

Steps	Descriptors
When is Student Services involved in the admissions process?	<ul style="list-style-type: none"> <li>● An applicant presents documented special education needs.</li> <li>● In the admissions process, parents, students’ current teachers and/or guidance counselors indicate the student may have undiagnosed special education needs.</li> </ul>
Who is involved?	<ul style="list-style-type: none"> <li>● Admissions Director</li> <li>● School Principal(s)</li> <li>● Student Services Coordinator</li> </ul>
What information is required and reviewed?	<ul style="list-style-type: none"> <li>● Developmental Pediatrician report</li> <li>● Psychoeducational or Neuropsychological report</li> <li>● Education Plan (IEP/ ILP/ 504)</li> <li>● Speech and Language Therapy Report</li> <li>● Reading Interventionist Report</li> <li>● Occupational/Behavior Therapy Report</li> <li>● Resource Teacher Evaluation</li> </ul> <p>Note: See Student Services Feedback Form</p>
Which applicants are eligible for Student Services?	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students with documented history of receiving special education support and accommodations for learning difficulties.</li> </ul>
What does eligibility for Student Services mean?	<ul style="list-style-type: none"> <li>● The student is eligible to receive instructional and testing accommodations.</li> <li>● The student is eligible to receive a spectrum of services, as per individual needs.</li> </ul>
What <b>criteria</b> are used to determine whether support can be provided?	<ul style="list-style-type: none"> <li>● Psychoeducational Reports, IEPs and documents submitted by the applicant</li> <li>● MAP scores from admissions</li> <li>● Projected level of support based on the documents</li> <li>● Existing and projected support services and resources must be able to meet the individual needs of the applicant.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Note: See Student Services Feedback Form</p>
Do parents need to consent to having their child join the Student Services Program?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Agreement is included in the Individualized Learning Plan</li> <li>• Includes recommendations to begin, continue, or exit Student Services</li> </ul>

### Section 1.2 Referral to the Student Services Program

The referral process for student services is enacted when there are students observed and suspected to have learning difficulties inside the classroom. This is often initiated by the subject teacher or the school counselor to suggest further investigation that may lead towards interventions for the student and/or having the student undergo psychological testing to be included in the students services program. Table 2 describes the process, steps and people involved in the referral process. Figure 1 represents the process in flow chart form.

Table 2: Referral Process

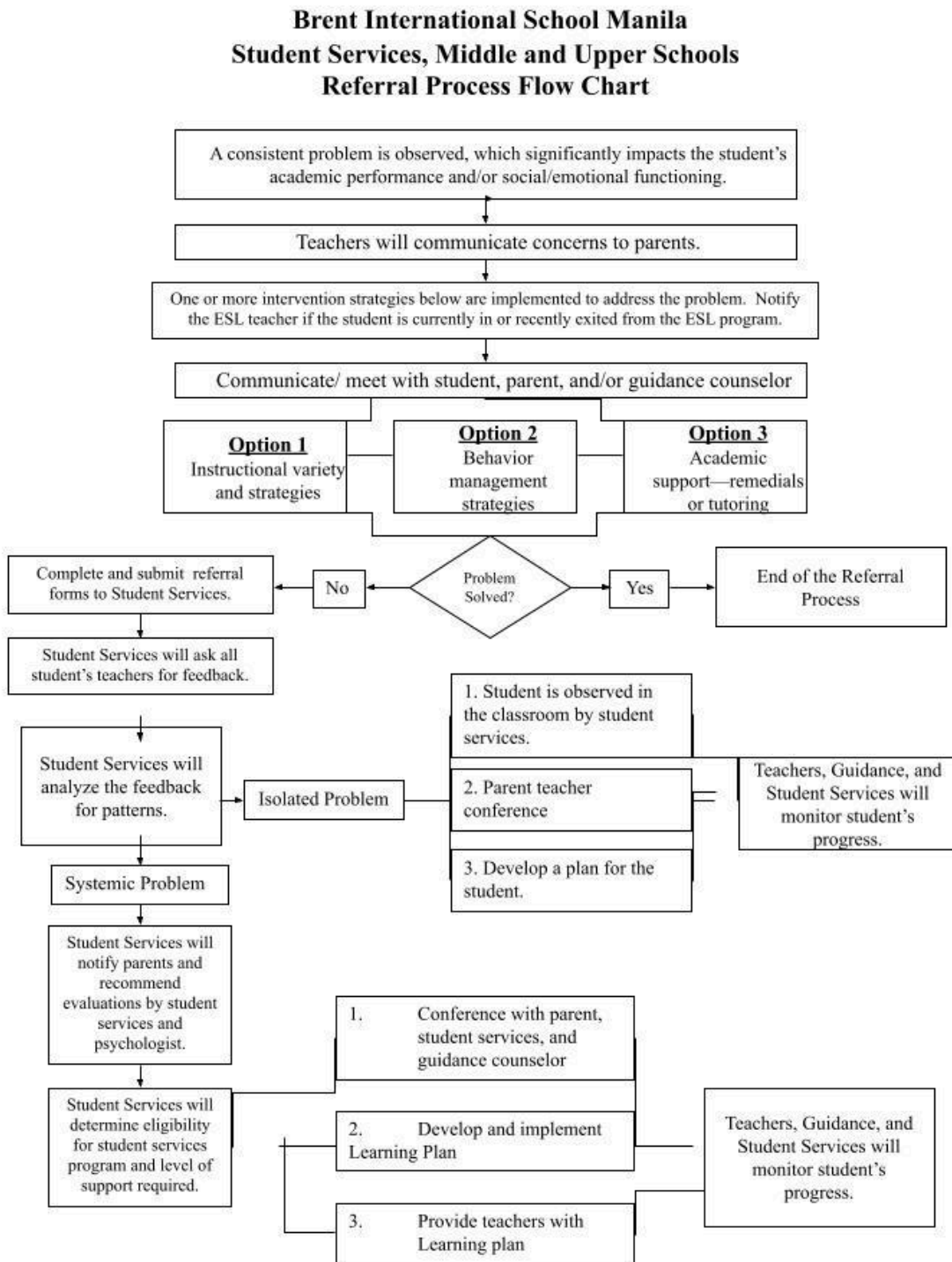
Steps	Descriptors/ Who are involved?
<b>Part 1: Initial Observations and Interventions</b>	
<p><b>Step 1</b></p> <p>A consistent problem is observed, which significantly impacts the student’s academic performance, behavior, and/or social/emotional functioning.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers, parents, support teachers, and administrators should take note of these behaviors and start filling in the <a href="#">Teacher Checklist</a></li> </ul>
<p><b>Step 2</b></p> <p>These concerns will be communicated to the student’s school counselor, other teachers involved and parents about the initial observations.</p>	<ul style="list-style-type: none"> <li>• The primary person who observed the students’ difficulties will work with the student to find solutions</li> <li>• Primary teacher is encouraged to collaborate with another colleague or HOD to seek perspective and review strategies.</li> <li>• Primary teacher continues to fill in the <a href="#">Teacher Checklist</a>.</li> </ul>

	<p>If problems are still persistent:</p> <ul style="list-style-type: none"> <li>• The <b>primary person</b> who observed the student’s difficulties in the classroom is responsible for communicating with the school counselor, <b>EAL (if applicable)</b> and parents.</li> <li>• Teacher communication to the <b>parents, EAL (if applicable)</b> and <b>school counselor</b> should already <b>include steps set in place to help the student and how the student has been responding.</b></li> <li>• In case the referral process form is filled out, the <b>student services coordinator</b> will communicate concerns to the <b>school counselor</b> and ask what has been done based on the referral process flow chart.</li> </ul>
<p><b>Step 3</b></p> <p>The <b>school counselor</b> and <b>student services</b> will use the information gathered from the referral form to identify the problem and collaborate with the <b>subject teacher/s</b> for solutions.</p>	<ul style="list-style-type: none"> <li>• The <b>school counselor</b> will collaborate with the <b>student’s teacher(s)</b> and/or the <b>student services</b> about the problem and brainstorm other possible solutions.             <ul style="list-style-type: none"> <li>○ Identify if the problem is <i>cognitive skill</i> (e.g. lack of foundational knowledge), <i>executive functioning</i> (e.g. missing work) or <i>emotional needs</i> (e.g. anxiety) with corresponding solutions</li> <li>○ Identify what has worked and what strategies they could improve and/or try referring back to the <a href="#">Teacher Checklist</a>.</li> </ul> </li> <li>• The <b>school counselor</b> together with the <b>student</b> will talk about the problem and create a Student Improvement Plan.</li> </ul>
<p><b>Step 4</b></p> <p><b>Student Improvement Plan</b></p>	<ul style="list-style-type: none"> <li>• The school counselor will present to the student information about his/her classroom performance from current teachers, and if applicable, from former teachers.</li> <li>• Based on the information given, the student will identify his/her strengths and areas for improvement.</li> <li>• The student will identify one area for improvement to focus on.</li> <li>• The guidance counselor 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● The student will then share his/her Student Improvement Plan with teachers, guidance counselor, and administrator.</li> <li>● See <a href="#">Academic Plan of Action Form</a></li> </ul>
<p><b>Step 5</b></p> <p>Monitor student’s progress, based on Student Improvement Plan and/or strategies implemented by <b>classroom teacher(s)</b>.</p>	<ul style="list-style-type: none"> <li>● Based on the Student Improvement plan, the <b>school counselor</b>, and <b>teachers</b> will monitor the improvement of the <b>student</b>.</li> <li>● Check-ins with the student about their progress can take place for feedback.</li> <li>● Observations can span from 2 weeks or a month to see the progress.</li> <li>● If progress is noted to be improvements for the student, the student continues the improvement plan.</li> <li>● The student should still be monitored in case there is a need for further intervention.</li> <li>● <b>If the student’s difficulties continue with no measurable improvements, proceed to step 6.</b></li> </ul>
<p><b>Part 2: Referral to the Student Services Program</b></p>	
<p><b>Step 6</b></p> <p>If the student’s difficulties continue with no measurable improvements, the <b>guidance counselor</b> and <b>Student Services</b> will recommend a comprehensive evaluation by an educational psychologist.</p>	<ul style="list-style-type: none"> <li>● <b>School counselor</b> communicates with the <b>parents</b> about the action steps made and that the problem has not been resolved. They also communicate the possibility of the student receiving extra support.</li> <li>● <b>School counselor</b> acts as a liaison between parents and the <b>student services coordinator</b>. (e.g. set a meeting with the parents to introduce student services)</li> <li>● <b>Student Services coordinator</b> will give a brief of Student Services and the needed documentation to be included in the program.</li> <li>● The referral list of doctors should be given.</li> <li>● If the parents disagree with the referral, refer back to counselor, back to step 3.</li> <li>● If the parents submit documents, proceed to step 7.</li> </ul>
<p><b>Step 7</b></p> <p><b>Student Services Coordinator</b> will determine eligibility for special education services based on psycho-educational</p>	<ul style="list-style-type: none"> <li>● The reports received (assessment, classroom observations, etc) will determine the support needs of the student within the inclusive mainstream set up.             <ul style="list-style-type: none"> <li>○ Proposed support needs will consider in-school and/or out of school services and resources.</li> </ul> </li> </ul>

<p>assessment reports and other supporting documents.</p>	<ul style="list-style-type: none"> <li>• The Student <b>Services Coordinator</b> will prepare the documents with the recommended school programs and external services the student should receive.</li> <li>• If additional services and resources are required beyond what’s already available, <b>parents</b> must agree to pay for a one-to-one special education assistant. The one-to-one assistant is interviewed and hired by the school.</li> </ul>
<p><b>Step 8</b> Parent Teacher Conference</p>	<ul style="list-style-type: none"> <li>• Discussion of psycho-educational assessment report and the <b>recommended services</b></li> <li>• <b>Parents</b> fill out a consent form to formalize the start of the student in the program.</li> </ul>
<p><b>Step 9</b> <b><u>Individualized Learning Plan (ILP)</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Student</b> will be assigned a <b>case manager/student services teacher</b> by the student services coordinator</li> <li>• <b>Student services teacher</b> will create an ILP, Student Profile, EF skills identification, SMART goals, and schedule of special education services (See Section 2.1, Student Services Program)</li> </ul>
<p><b>Step 10</b> Monitor student’s academic and/or behavioral progress.</p>	<ul style="list-style-type: none"> <li>• <b>Student Services teacher, classroom teachers, school counselor, student, and parents,</b> will determine if the levels of support need to be adjusted.</li> </ul>

Figure 1: Referral Process



### Section 1.3 Exiting the program

The goal of each Individualized Learning Plan is to work towards the students' independence. Independence, defined as the students' ability to manage and lead their own learning consistently while achieving their target grade goals without the need of accommodations. Students at this level are able to identify where they are challenged and apply strategies to help them overcome their challenges. Table 3 represents the steps for a student to exit the program.

Table 3: Exit Process

Steps	Descriptors/ Who are involved?
<p><b>Step 1</b></p> <p>Student Growth</p>	<p>Students who show the following are candidates to exit the program:</p> <p>Executive Functioning:</p> <ul style="list-style-type: none"> <li>● Student must be at a support level 2/1 (refer to section 2.1)</li> <li>● Student is observed to be able to independently identify challenges and ask for help effectively</li> <li>● Student is observed to take lead, ownership and execution in planning for tasks and learning</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>● Students are getting at least a C grade for 2 consecutive semesters.</li> <li>● Student shows improved MAP scores (Grades 6-10)</li> </ul> <p>When these criteria are met:</p> <ul style="list-style-type: none"> <li>● General education and/or student services teacher/ coordinator can recommend the student to exit the program</li> <li>● The recommendation to exit the program, the duration and criteria (below) is reflected on their ILP.</li> </ul>
<p><b>Step 2</b></p> <p>Monitoring Phase</p>	<ul style="list-style-type: none"> <li>● The student and parents will be informed that the student will now begin to graduate from the program which would mean that the student will be monitored over 1 year.</li> <li>● Monitoring would mean: <ul style="list-style-type: none"> <li>○ Student services teachers will not initiate conversations; consequently, students are encouraged to advocate for themselves to the student services teacher or the subject teacher</li> <li>○ Student Services will only connect with the student asking for a plan when the bimonthly monitoring of BASIS grades is lower than a C.</li> </ul> </li> <li>● If a student is able to complete 1 year without student services</li> </ul>

	needing to intervene in terms of implementing strategies, the student is allowed to exit/ graduate.
<b>Step 3</b> Exiting the program	<ul style="list-style-type: none"> <li>● Student services will continue to fade</li> <li>● The final ILP will be sent to the parents stating in the recommendations that their child has exited/ graduated from the program.</li> </ul>

**Section 2: School Programs**

The school provides an array of in-school programs to help the student develop holistically in terms of academics, social and other opportunities the student may want to pursue. These school programs provide structured support that encourages students to develop integrity in their social, behavioral, and academic growth. By fostering responsibility, accountability, and ethical decision-making, these programs help students build strong character while promoting respect for themselves and others in all areas of their development.

**Section 2.1: Student Services Program**

We aim to create and foster learning environments that fit within the mainstream-inclusive framework. We aim to provide accommodations and, if needed, modifications strategies to the curriculum depending on the learning needs of each student without sacrificing the standards that the school has established for each student. We offer a skills class that focuses on awareness and teaching of Executive Functioning skills.

<b>Team Composition</b>	
Who is on the Student Services Team?	<ul style="list-style-type: none"> <li>● Middle and Upper School Coordinator</li> <li>● Middle School Student Services Assistant Teachers</li> <li>● Upper School Student Services Assistant Teachers</li> </ul>
Who is on the Student Services <b>Student Support Team</b> ?	<ul style="list-style-type: none"> <li>● When supporting a student, the student support team is composed of the following:                         <ul style="list-style-type: none"> <li>○ Student</li> <li>○ Parents</li> <li>○ Student Services Team</li> <li>○ Subject Teachers</li> <li>○ Counselor</li> <li>○ IB Coordinator (if applicable)</li> <li>○ Clinic (if applicable)</li> <li>○ Principal</li> </ul> </li> </ul>
What related services	<ul style="list-style-type: none"> <li>● Speech and language therapy</li> </ul>

<p>are available in the local community?</p>	<ul style="list-style-type: none"> <li>● Occupational therapy</li> <li>● Psycho-educational assessments</li> <li>● Reading Specialist</li> <li>● Tutorial centers and Services</li> <li>● Social Thinking/ Social Groups</li> <li>● Psychotherapy             <ul style="list-style-type: none"> <li>○ Cognitive Behavioral Therapy</li> <li>○ Art Therapy</li> </ul> </li> </ul>
<p><b>Programs and Services</b></p>	
<p>Case Management</p>	<ul style="list-style-type: none"> <li>● Every student is assigned a case manager to act as the main point person for communication with parents, teachers, and students and takes the lead for the overall support for the student.</li> <li>● Case manager advocates and collaborates with various people to ensure the student is well supported in school.</li> <li>● Case management’s responsibilities could fall under a generalist or a one-to-one support.</li> </ul>
<p>Individualized Learning Plan (ILP)</p>	<ul style="list-style-type: none"> <li>● Every Student receives an ILP created by the case manager, this document is unique per student based on the following documents:             <ul style="list-style-type: none"> <li>○ Psycho-educational/ developmental pediatrician assessment</li> <li>○ Teacher reports/observations</li> <li>○ Assessments from auxiliary support (speech, OT, Social)</li> </ul> </li> <li>● The ILP holds information about the strengths, areas of improvement, instructional strategies, accommodations and SMART goals for each individual student.             <ul style="list-style-type: none"> <li>○ Each ILP has one (or several) SMART goals that the student creates together with their case manager. Students routinely check, reflect and update on their goals and plans each quarter.</li> </ul> </li> <li>● The ILP’s goal is to develop and reinforce skills for the student to be fully independent.</li> <li>● ILPs are discussed at the start of each semester (during Parent Teacher Conferences)</li> <li>● ILPs are updated quarterly with the student taking the lead in updating their goals and possible strategies</li> <li>● ILPs are strictly confidential and are only shared to the students’ current counselor, principal and teachers.</li> </ul>

<p>Levels of Support</p>	<ul style="list-style-type: none"> <li>● Each student based on their ILP are categorized to levels of support comprised of 4 levels and are the following:             <ul style="list-style-type: none"> <li>○ <b>Level 1: Accommodations only</b>; for students who are fully independent and can advocate for their own learning accommodations</li> <li>○ <b>Level 2: Executive Functioning Support</b>; for students who are struggling with executive functioning skills like task initiation, time management etc. These students need minimal academic assistance and are more independent.</li> <li>○ <b>Level 3: Academic and Executive Functioning Support</b>; for students who struggle with class content and learning and executive functioning</li> <li>○ <b>Level 4: One-to-One Support</b>; for students who need closer attention to their academic or behavioral needs. Students under this level could need modifications in their curriculum.</li> </ul> </li> <li>● For more detailed descriptions please access <a href="#">this document</a>.</li> </ul>
<p>Skills Enrichment (MS) and Learning Support/ Skills (US) Classes</p>	<ul style="list-style-type: none"> <li>● Skills program focuses on class remediation and executive functioning awareness and training geared to equipping students with skills to help them overcome challenges independently.</li> <li>● The skills class is a small group vertical class which provides students opportunities for mentorship/leadership roles (e.g. peer-tutoring) and socialization</li> <li>● Skills class is given in lieu of modern languages for grades 6 to 10 and Study Hall for grades 11 to 12. Enrolling in a skills class does not affect or penalize the student in any way.</li> <li>● Enrollment to a skills class is decided by the Student Services Coordinator in collaboration with the Principal, Counselor, Parents, and Student.</li> </ul>
<p>Speech Therapy and Occupational Therapy (Lower school and ELC)</p>	<ul style="list-style-type: none"> <li>● Speech and Occupational Therapy are services to address specific concerns inside the classroom.</li> <li>● Therapists coordinate and work with the homeroom teacher and student services teacher to share observations and strategies.</li> <li>● Therapy sessions are scheduled within the school day</li> <li>● Enrollment to therapy involves the homeroom teacher, student services coordinator/ principal case manager and the therapists</li> </ul>
<p>Push-in Support</p>	<ul style="list-style-type: none"> <li>● Push-in support places an additional teacher in the</li> </ul>

<p>(In-class Support)</p>	<p>classroom with the subject teacher; this lowers the teacher-student ratio, providing more access to learning from a teacher for students who may need learning support.</p> <ul style="list-style-type: none"> <li>● Push-in support teachers ensure that students who are in the program are not identified or singled out and work with them discreetly.</li> <li>● Push-in support teachers and Subject Teachers closely collaborate for instructional strategies to better support the students in our program and in their classroom.</li> </ul>
<p>Pull-out Support</p>	<ul style="list-style-type: none"> <li>● Pull-out support is an instructional strategy agreed upon by the Push-in Teacher and Subject Teacher as needed.</li> <li>● Pull-out support is provided in real time to provide more intensive, small group learning support during the class period.</li> <li>● Pull-out support sessions teach or reinforce subject content and/or assessment specific skills with the goal of returning the student/s to the classroom.</li> <li>● Pull-out support is a temporary auxiliary service provided by the Push-in Teacher.</li> </ul>
<p>After School Support</p>	<ul style="list-style-type: none"> <li>● After school support could be one-on-one sessions or small group sessions that target reteaching classroom lessons, homework help, or enrichment classes to achieve mastery on classroom lessons.</li> <li>● After school support could also be a time to reinforce executive functioning skills.</li> </ul>
<p>Transition Services</p>	<ul style="list-style-type: none"> <li>● Transition services ensure the proper transition of a student between schools ( grade 5 to grade 6; grade 8 to grade 9; grade 12 to college).</li> <li>● Transition plans could include summer enrichment programs for subjects or social skills or sport</li> <li>● Some transition programs are closely collaborated with the counselor:             <ul style="list-style-type: none"> <li>○ MS Roars program</li> <li>○ US College apps</li> </ul> </li> </ul>
<p>Accommodations</p>	<ul style="list-style-type: none"> <li>● Accommodations are add-on tools that are done for/with the student to provide equity in accessing the curriculum. Accommodations do not change the learning outcomes for the student.</li> <li>● Accommodations are available for students in the program and students who possibly need it due to their special context.</li> </ul>

	<ul style="list-style-type: none"> <li>● These accommodations are requested by the student to the subject teacher whenever there are assessments or tasks that they may need.</li> <li>● Types of accommodation available: (see appendix for full list)             <ul style="list-style-type: none"> <li>○ Use of technology (speech to text, word processor, calculator, read-a-loud)</li> <li>○ Scribe</li> <li>○ Extended Time</li> <li>○ Pull-out (small class) testing</li> </ul> </li> <li>● Students accommodations are also applicable to International Baccalaureate (IB) and College Board’s SAT exams.             <ul style="list-style-type: none"> <li>○ All students that have the proper documentation (in or outside the student services program) have access to this option.</li> <li>○ Accommodations to SAT and IB are confidential and do not affect how the student is graded compared to others.</li> </ul> </li> </ul>
<p>Modifications</p>	<ul style="list-style-type: none"> <li>● Modifications are strategies that alter the learning outcome to help the student access the curriculum.</li> <li>● Modifications are given to students who are identified to have significant limits to their ability to access the general curriculum based on their ILP.</li> <li>● Modifications are done in collaboration with the student support team.</li> <li>● Modifications are determined based on the following documents             <ul style="list-style-type: none"> <li>○ Psychoeducational report</li> <li>○ School grades and MAP tests</li> <li>○ ILP goals</li> <li>○ Parents’ goals for the student</li> <li>○ Support services and resources available</li> </ul> </li> <li>● Examples of modifications:             <ul style="list-style-type: none"> <li>○ Reduction of content and assessments</li> <li>○ Alternate curriculum content and assessments</li> <li>○ One-on-one classes</li> </ul> </li> <li>● Students in a modified curriculum will have a separate BASIS class and will have the description “modified” before the subject.</li> <li>● Students who are in a modified curriculum continue to be eligible to receive academic and extracurricular awards.</li> <li>● The students’ grade point average are not weighted or penalized due to a modified curriculum.</li> </ul>

**Section 2.2 English as a Second Language and Supports for Academic Language Development**

Our English as Second Language (ESL) Program supports language learners from the early learning years to middle school. Students identified as English language learners benefit from a curriculum designed to enhance their basic interpersonal communicative skills and cognitive academic language proficiency. The ESL program aims to develop and equip students with English and academic language skills gradually until they reach the necessary language proficiency to be successful in the mainstream classroom. In Upper School, despite not having a formal ESL program, students who continue to struggle with academic language are provided accommodations and interventions to develop their mastery fully

Accommodations:

<p>Upper School Support for Students Learning Academic Language</p>	<ul style="list-style-type: none"> <li>● Students who are learning an academic language have different intervention plans based on their needs.</li> <li>● All students who have been observed to be learning an academic language could have the following accommodations:                         <ul style="list-style-type: none"> <li>○ Extra time for assessments</li> <li>○ Scaffolding lessons</li> <li>○ Sentence frames</li> <li>○ Exemplary models (especially for writing)</li> <li>○ Use of translator</li> </ul> </li> <li>● Remedials with a focus on reading comprehension or writing may also be offered by teachers</li> <li>● Short-term Interventions may be provided by the student services team in collaboration with the language subject teachers.</li> </ul>
---	--

**Section 2.3 External Testing Accommodations (SAT and IB)**

The school provides access for all students to receive accommodations for external testing. These accommodations are available for students who may or may not be in the student services program but have proper documentation and/or adverse circumstances.

<p>Process for Accommodations for SAT (College Board)</p>	<p>SAT (College Board)</p> <ul style="list-style-type: none"> <li>● Student Services Team and/or Parent initiate the request for accommodations</li> <li>● Parents fill out the <u>consent form for accommodation</u></li> </ul>
---	--

	<p><u>request</u></p> <ul style="list-style-type: none"> <li>● Accommodations requirements:             <ul style="list-style-type: none"> <li>○ Assessment report with diagnosis that is within the last five years.</li> <li>○ ILP</li> <li>○ Test accommodations must already be implemented by teachers and used by the student for classroom assessments.</li> </ul> </li> <li>● College Board SSD (often times student services coordinator or upper school Counselor) processes the application with the College Board through the SSD dashboard</li> <li>● Once approved, the accommodation will be accessible to the student via email and their college board account as well as the SSD’s account.</li> <li>● This accommodation will be seen and applied through all SAT School Testing areas</li> <li>● If student who has accommodations chooses not to use accommodations, accommodations should be removed through the SSD dashboard. This revokes all accommodations moving forward.*</li> <li>● Deadlines:             <ul style="list-style-type: none"> <li>○ Application for SAT accommodations should be done at least 7 weeks or 2 months before the testing date.</li> </ul> </li> <li>● Accommodations are confidential and do not affect how the student is graded compared to other students.</li> </ul>
<p>Process for Accommodations for IB Exams</p>	<ul style="list-style-type: none"> <li>● All students under the program and those students who are diagnosed, or have adverse circumstances are eligible to IB exam accommodations</li> <li>● IB exam accommodations are initiated by the IB and Student Services Coordinator by talking to the student if:             <ul style="list-style-type: none"> <li>○ The student plans to take the IB exams</li> <li>○ Sending the <u>parents a consent form</u> to release documents to the IB Office</li> </ul> </li> <li>● Accommodations requirements:             <ul style="list-style-type: none"> <li>○ Assessment report with diagnosis that is within the last three years, specially for diagnoses under: <i>specific learning disabilities</i>.</li> <li>○ ILP</li> <li>○ <u>Student Services Certificate</u></li> <li>○ Test accommodations must already be implemented by teachers and used by the student for classroom assessments.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● All accommodation requirements are coursed through the IB coordinator for uploading to the IB portal. The IB coordinator will share results with the student, parents, and Student Services Coordinator.</li> <li>● Deadlines             <ul style="list-style-type: none"> <li>○ Updated report should have been submitted to the Student Services Coordinator by January of 11th grade</li> <li>○ All documents submitted to the IB coordinator by April of 11th grade</li> </ul> </li> <li>● Student Services Coordinator shares results and necessary steps with the subject teachers</li> <li>● Accommodations are confidential and do not affect how the student is graded compared to other students.</li> </ul>
--	---

**Section 2.4 Clubs, Extracurricular and Internship Programs**

Fostering environments that support and highlight diversity, understanding and respect are integral for inclusion. Programs outside the academic classroom can help create a welcoming atmosphere for students to thrive and belong. Moreover, these programs provide opportunities for students to develop social skills, self-awareness, confidence (among others) or a space to pursue their passions.

<p>Kindergarten Buddy Program</p>	<ul style="list-style-type: none"> <li>● Volunteer basis</li> <li>● Student Services team member and kindergarten teacher plan and coordinate the program</li> <li>● Open to middle and upper school students enrolled in the Skills Enrichment or Learning Support classes</li> <li>● General program goals for student volunteers             <ul style="list-style-type: none"> <li>○ Develop leadership skills</li> <li>○ Practice self-advocacy skills</li> <li>○ Develop social skills</li> <li>○ Practice reading and other academic skills</li> <li>○ Develop self-confidence</li> </ul> </li> </ul>
<p>School-based internships</p>	<ul style="list-style-type: none"> <li>● Open to Grade 11 and 12 students who have one or more scheduled learning support classes</li> <li>● General goals of the internship program are:             <ul style="list-style-type: none"> <li>○ Develop leadership skills</li> <li>○ Develop social skills</li> <li>○ Develop life skills</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Increase self-confidence and independence</li> <li>● Student Services team members determine internship sites based on:             <ul style="list-style-type: none"> <li>○ Student’s interests and goals</li> <li>○ Availability and consent from internship hosts</li> <li>○ Administrator’s approval</li> <li>○ Student’s schedule</li> </ul> </li> </ul>
Lunch Clubs (MS)	<ul style="list-style-type: none"> <li>● Select students are invited to eat in the student services room to foster friendships and social interactions</li> <li>● Student services teacher/s facilitates activities:             <ul style="list-style-type: none"> <li>○ Group play using board games</li> <li>○ Mediated conversations with selected discussion topics</li> </ul> </li> </ul>
SENIA Youth Club	<ul style="list-style-type: none"> <li>● Students can participate in a weekly club that focuses on leadership, friendship and awareness for students with student needs.</li> <li>● Offered in some years.</li> </ul>
Extra-curricular activities	<ul style="list-style-type: none"> <li>● All students are encouraged to participate in a wide range of extracurricular activities.</li> <li>● After school academic support is balanced with participation in extracurricular activities.</li> </ul>

**Section 3: Collaboration and Professional Development**

**Section 3.1: Collaboration with General Education Teachers**

For the student services program to be successful, the Student Support Team closely collaborates with the General Education (Gen Ed) Teachers to ensure appropriate teaching and learning for all students. Student Services also provides professional learning opportunities that stem to create shared practices, language and perspectives with the Gen Ed Teacher.

Professional Development	<ul style="list-style-type: none"> <li>● The student services team gives talks for the faculty depending on the needs of the school year</li> </ul>
--------------------------	---

	<ul style="list-style-type: none"> <li>○ Sharing and orienting shared language in executive functioning training</li> <li>○ Best practices for differentiation inside the classroom</li> <li>● Workshops             <ul style="list-style-type: none"> <li>○ Eliciting best practices from the different departments</li> <li>○ Collaboration in identifying students of need and brainstorming on strategies to help those students</li> </ul> </li> </ul>
Collaboration models	<ul style="list-style-type: none"> <li>● Opportunity to co-teach the class using the 6 models of collaboration</li> <li>● Opportunity to collaborate through feedback on how to improve class instruction (strategies).</li> </ul>
Shared and distinct roles and responsibilities of Gen ed and support team	<ul style="list-style-type: none"> <li>● Gen Ed teachers and Support team discuss and agree on a set of responsibilities for classroom management and communication practices</li> </ul>
Student Files	<ul style="list-style-type: none"> <li>● Student files are available on BASIS attached with the students' profile</li> <li>● Teachers will have access to their documents (ILP or student slides)</li> </ul>
Curricular Team	<ul style="list-style-type: none"> <li>● Student services are, at times, integrated into subject area and department thursday morning meetings</li> <li>● Student services are also included in WASC and IB curriculum development</li> <li>● Assignment to curricular teams are determined by the Head of Departments, Student Services Coordinator and Academic Affairs Director.</li> </ul>

**Section 3.2: Collaboration with Parents**

Collaboration with parents in the Student Services Program is vital for tailoring support to each student's needs. This partnership enhances communication, fosters trust, and helps us adjust and carry out consistent strategies at home and in school to promote the student's academic and personal success.

Parent Resource Group	<ul style="list-style-type: none"> <li>● The primary purpose of the Parent Resource Group is for the Student Services Team, Guidance Counselors, and Parents of students with learning needs to collaborate closely and share information, strategies,</li> </ul>
-----------------------	---

	<p>and resources to support the academic, behavioral, and/or social development of our students with special educational needs or general difficulties with learning.</p> <ul style="list-style-type: none"> <li>● The Parent Resource Group meets once per quarter and is facilitated by the following group members:             <ul style="list-style-type: none"> <li>○ Student Services Coordinator, Middle and Upper Schools</li> <li>○ Student Services Coordinator, Lower School and Early Learning Center</li> <li>○ Speech and Language &amp; Social Thinking</li> <li>○ Guidance Counselor, Upper School</li> <li>○ Guidance Counselor, Middle School</li> </ul> </li> <li>● Topics for meetings are based on parents' interests and facilitators' areas of expertise.</li> </ul>
<p>SENIA Parent Conferences</p>	<ul style="list-style-type: none"> <li>● Offered some years</li> <li>● Facilitated by the local SENIA Chapter</li> </ul>

**Section 3.3: Capacity Building for the Student Services Team**

Professional development is essential to ensure staff are equipped with up-to-date skills and knowledge to effectively support the diverse needs of our students. Continuous training and skill sharing will not only enhance their ability to implement best practices but support their continuous growth as a professional.

<b>Professional Development</b>	
<p>In-service training</p>	<ul style="list-style-type: none"> <li>● Throughout the school year</li> <li>● Facilitated by members of the Student Services team</li> <li>● Topics determined by interests and professional development needs of the team</li> </ul>
<p>SENIA (Special Education Network in Asia) conferences</p>	<ul style="list-style-type: none"> <li>● Opportunities to apply for SENIA online conferences and courses</li> <li>● Teacher initiative to apply for this professional development</li> </ul>
<p>Brent weekend workshops</p>	<ul style="list-style-type: none"> <li>● EARCOS workshops are open to members of the Student Services team.</li> <li>● Partner Organizations tailor make workshops for the Student Services Team and teacher aids. Workshop topics depend on the needs of the team and are</li> </ul>

	determined by the Student Services Coordinator in collaboration with the Director of Academic Affairs.
Local workshops and conferences sponsored by the U.S. Embassy and Office of Overseas Schools	<ul style="list-style-type: none"> <li>● Student Services Coordinator, with approval from Brent administrators, applies for funding through the Regional Education Officer, Office of Overseas Schools.</li> </ul>
Assistance in Kind, U.S. Embassy and Office of Overseas Schools	<ul style="list-style-type: none"> <li>● Student Services Coordinator, with approval from Brent administrators, applies for funding through the Regional Education Officer, Office of Overseas Schools.</li> <li>● 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</li> </ul>

**Section 4: External Communities, Programs and Services**

External communities, programs, and services are vital for enriching student support beyond the school. They provide additional resources, expertise, and real-world opportunities that complement in-school efforts.

External Services	<ul style="list-style-type: none"> <li>● Speech Therapy</li> <li>● Occupational Therapy</li> <li>● Physical Therapy</li> <li>● Psychological Therapy and Assessment</li> <li>● Social Groups</li> <li>● Psychiatric consultations</li> <li>● Art and Music Therapy</li> </ul>
SENIA (Special Education Network in Asia)	<ul style="list-style-type: none"> <li>● 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.</li> <li>● SENIA hosts an annual 2 to 3 day conference, which is open to all educators and parents who have interest in special education.</li> </ul> <p>Website: <a href="http://www.senia.asia/">http://www.senia.asia/</a></p>
SENIA Manila	<ul style="list-style-type: none"> <li>● Local chapter of SENIA</li> <li>● A collective of local schools that forward SENIA Global’s mission</li> </ul>

Best Buddies	<ul style="list-style-type: none"><li>● An organization that serves individuals with Intellectual and Developmental Disabilities and their families</li><li>● Provides opportunities for socialization specially fostering friendships and community, leadership development, inclusive living and integrated employment opportunities.</li></ul>
--------------	---

## **Section 5: Review Cycle**

### **Frequency:**

To ensure maintenance of the Access and Inclusion Policy to reflect current and relevant inclusive practices, the school reviews the Access and Inclusion Policy every two years.

### **The composition of the reviewing committee is as follows:**

The Head of School (Headmaster)  
The Head of Section (US Principal)  
DP Coordinator  
Student Services Coordinator (Lead Editor)  
Student Services Team  
School Counselors  
Heads of Department

### **Location of Publication**

The school's website: [brent.edu.ph](http://brent.edu.ph)  
The Upper and Middle School Portal  
The IB Portal in the Upper School Portal

APPENDIX



**Student Services Feedback Form**

<b>1</b>	<b>Applicant's Name</b>	<b>Applying to Grade</b>	<b>For School Year</b>

<b>2</b>	<b>Formal Diagnosis of Applicant</b>

<b>3</b>	<b>Predicted Levels of Support</b>	<b>Predicted Services Needed</b>															
	Box checked for the support likely needed:	Box checked for the support likely needed:															
	<table border="1"> <tr><td><input type="checkbox"/></td><td>1: One-On-One</td></tr> <tr><td><input type="checkbox"/></td><td>2: Academic and Executive functioning</td></tr> <tr><td><input type="checkbox"/></td><td>3: Executive functioning</td></tr> <tr><td><input type="checkbox"/></td><td>4: Accommodations only</td></tr> </table>	<input type="checkbox"/>	1: One-On-One	<input type="checkbox"/>	2: Academic and Executive functioning	<input type="checkbox"/>	3: Executive functioning	<input type="checkbox"/>	4: Accommodations only	<table border="1"> <tr><td><input type="checkbox"/></td><td>One-on-one Teacher</td></tr> <tr><td><input type="checkbox"/></td><td>Modified classes</td></tr> <tr><td><input type="checkbox"/></td><td>Push-in support</td></tr> <tr><td><input type="checkbox"/></td><td>Skills class</td></tr> </table>	<input type="checkbox"/>	One-on-one Teacher	<input type="checkbox"/>	Modified classes	<input type="checkbox"/>	Push-in support	<input type="checkbox"/>
<input type="checkbox"/>	1: One-On-One																
<input type="checkbox"/>	2: Academic and Executive functioning																
<input type="checkbox"/>	3: Executive functioning																
<input type="checkbox"/>	4: Accommodations only																
<input type="checkbox"/>	One-on-one Teacher																
<input type="checkbox"/>	Modified classes																
<input type="checkbox"/>	Push-in support																
<input type="checkbox"/>	Skills class																
Support Available:    Yes    No																	

<b>4</b>	<b>School Numbers</b>	
		Break down of level of support for Grade

<table border="1"> <tr> <th colspan="2">Current School Numbers (SY 202x-202x)</th> </tr> <tr> <td># of total students in school level:</td> <td># of total students in grade level:</td> </tr> <tr> <td># of SS students in school level:</td> <td># of SS students in grade level:</td> </tr> <tr> <td>% of SS in the school level:</td> <td>% of SS in the grade level:</td> </tr> </table>	Current School Numbers (SY 202x-202x)		# of total students in school level:	# of total students in grade level:	# of SS students in school level:	# of SS students in grade level:	% of SS in the school level:	% of SS in the grade level:	<b>XX</b>	
	Current School Numbers (SY 202x-202x)									
	# of total students in school level:	# of total students in grade level:								
	# of SS students in school level:	# of SS students in grade level:								
	% of SS in the school level:	% of SS in the grade level:								
		# of students								
	One-On-One									
	Academic and Executive functioning									
	Executive functioning									
	Accommodations only									
(Schoolwide Goal of SS Population: 6-8%)										

5	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:		

6	Predicted other services needed:	Likely Needed Yes / No
	Behavior Modification Plan	
	Speech and Language Therapy	
	Social Thinking	
	Reading Intervention	
	Occupational Therapy	
	Psychological Therapy/ies	
	Other:	

7	Comments
---	----------

	<p><b>Completed by Katrina Baron</b>  <b>Date:</b></p>
--	--

**Teacher Checklist**

Name of Teacher:		Grade/ Subject Taught:	
Name of Student of Concern:		Current class standing:	
Observations/ Concerns:		Attendance:	
		Participation in class:	
		Submission of work:	

<b>Checklist:</b>		
	<b>Action</b>	<b>Observations</b>
<b>Communication:</b>	<i>What was communicated?</i>	<i>What was observed after communicating with the people involved?</i>
Student		
Parent		
Co-teacher/s or Subject coordinator	<i>Brainstorming for strategies</i>	(should be under interventions)
Counselor		
Student Services		
Other		
<b>Interventions:</b>	<i>Please indicate the goal and duration for each intervention</i>	<i>What was observed during the interventions?</i>
Remedials		
One-on-one time		
Other strategies:		

If the child continues to struggle:	Fill out the Student Services Referral document and attach this document with it.

## Student Services Program Recommendations



### Student Services Program Recommendations

Student:  
Grade:

#### Present Level of Performance

**The following services are recommended for the student services program:**

- 1)
- 2)

**Other recommendations for interventions outside school:**

- 1)
- 2)

**Resources:**

**Recommendations for home routine:**

Prepared by:

Parents' Signature:

## IB Accommodations Consent Form



### Brent International School Manila

#### Consent Form for IB Accommodations

##### Student Information

Student Name: \_\_\_\_\_

Student Date of Birth: \_\_\_\_\_

I wish to apply for accommodations for the International Baccalaureate (IB) Exams due to disability. I authorize Brent International School to release and submit necessary documents needed to determine my eligibility for testing accommodations to the proper IB online portals and offices.

Documents to be released may include: 1) Individualized Learning/Educational Plan, 2) Psychological Evaluations and/or Doctors Evaluations 3) other documents that support the requested accommodation.

I also grant the IB office and their personnel to review the submitted documents for them to grant the necessary testing accommodations.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/ Guardian Name and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MAMPLASAN, BIÑAN, LAGUNA 4024, PHILIPPINES

PHONE +(6349) 511-4330 FAX +(6349) 511-4356 www.brent.edu.ph

MEMBER: INTERNATIONAL BACCALAUREATE AND EAST ASIA REGIONAL COUNCIL OF OVERSEAS SCHOOLS  
ACCREDITED BY THE WESTERN ASSOCIATIONAL OF SCHOOLS AND COLLEGES



Student Services Program  
School Year 202X-202X

**Individualized Learning Plan**

Basic Information	
Student Name:	
Grade:	Birthdate:
ILP Updated on:	ILP Meeting held on:
Recent Assessments and Dates:	Working Impression:
Date started SS:	Referred by:
Parent/Guardian:	Contacts:

Services	
<b>Push-in Support</b>	
<b>Pull-out Support</b> (Skills/Support Class, or modified courses)	
<b>After School Support</b> (Tutorials)	
<b>External Services</b>	

Goals	
What are your general goals for <b>*insert name of child*?</b>	To

<b>What are your academic goals?</b>	
<b>What are your behavioral/ social goals?</b>	

<b>Student Strengths</b>	
<b>Academic Skills</b>	<b>Behavioral Skills</b>

<b>Present Levels of Performance</b> (evaluations, MAP, grades, observations)

<b>Instructional Strategies</b>	
<b>Skill or Behavior:</b>	<b>Strategies:</b>

<b>Accommodations</b> (as needed and agreed upon with SS and Gen. Ed)	

<b>Additional Information/ Recommendations for next semester/ school year (202x-202x)</b>

<b>SMART Goals</b>				
<b>AREA:</b>  Annual Goal:	<b>Assessment Scale:</b> NA – Not assessed this quarter 1 – Insufficient progress 2 – Making some progress 3 - Making sufficient progress 4 – Has met this goal			
<b>Benchmarks and Progress:</b>	1st Quarter	2nd Quarte r	3rd Quarte r	4th Quarter

<b>Signatures of ILP Team</b>		
<b>Parents</b>		Date:
<b>Guidance Counselor</b>		Date:
<b>Case Manager</b>		Date:
<b>Student Services Coordinator</b>		Date:



**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 (in physical or digital form) 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** 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.

**Modifications** change *what* students are expected to learn. Modifications refer to a change in expectations. The 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.

### List of Accommodations

<p><b><u>Testing</u></b></p> <ul style="list-style-type: none"> <li>● Allow oral responses</li> <li>● Allow scribe</li> <li>● Read text aloud</li> <li>● Vary test format</li> <li>● Allow use of technology (speech- to text, text to speech, word processor, calculator)</li> <li>● Extra time</li> <li>● Limit answer choices</li> <li>● Shortened tests</li> <li>● Give test in smaller chunks <ul style="list-style-type: none"> <li>○ Tests may be given on separate times as long as the test has <b>not been seen</b> by the student</li> </ul> </li> <li>● Small group/pull out testing</li> <li>● Monitored breaks</li> <li>● Allow a student made note card to use on test</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● Use books on CD</li> <li>● Provide books with key words/phrases already highlighted</li> <li>● Use visuals to add meaning</li> <li>● Allow students to highlight text</li> <li>● Provide bulleted information</li> <li>● Graphic organizers</li> <li>● Direct instruction and strategy instruction</li> <li>● Use small group instruction</li> <li>● Use magnifying bars</li> <li>● Use word frames</li> <li>● Exempt from reading aloud before peers</li> <li>● Content vocabulary cards with visuals</li> </ul>
<p><b><u>Presentation</u></b></p> <ul style="list-style-type: none"> <li>● Provide on audio or video recording/accompaniment</li> <li>● Provide in large print</li> <li>● Adjusting text to varied reading level</li> <li>● Reduce number of items per page or line</li> <li>● Provide a designated reader</li> <li>● Present instructions orally</li> <li>● Organize information in a sequential or systematic way</li> </ul>	<p><b><u>Response</u></b></p> <ul style="list-style-type: none"> <li>● Allow for verbal responses</li> <li>● Allow for answers to be dictated to a scribe</li> <li>● Allow the use of a tape recorder to capture responses</li> <li>● Permit responses to be given via computer</li> <li>● Permit answers to be recorded directly into test booklet</li> </ul>

<p><b><u>Setting</u></b></p> <ul style="list-style-type: none"> <li>● Provide preferential seating</li> <li>● Provide special lighting or acoustics</li> <li>● Provide a space with minimal distractions</li> <li>● Administer a test in small group setting</li> <li>● Administer a test in private room or alternative test site</li> </ul>	<p><b><u>Writing/Written Expression</u></b></p> <ul style="list-style-type: none"> <li>● Use a word processor</li> <li>● Utilize content outline with major points in bold</li> <li>● Provide sentence prompts and starters</li> <li>● Create an essay outline together</li> <li>● Visual diagrams</li> </ul>
---	---

### **Co-Teaching Models of Collaboration:**

#### **Lead and Support Model**

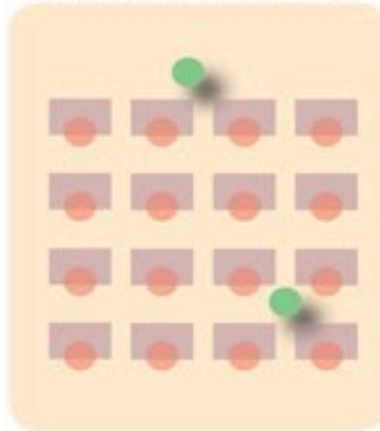
##### **Classroom Teacher (CT):**

- Plans and facilitates lesson

##### **Support Teacher (ST):**

- Summarizes 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)

- Facilitates lesson for the larger group. Plans lesson with ST.

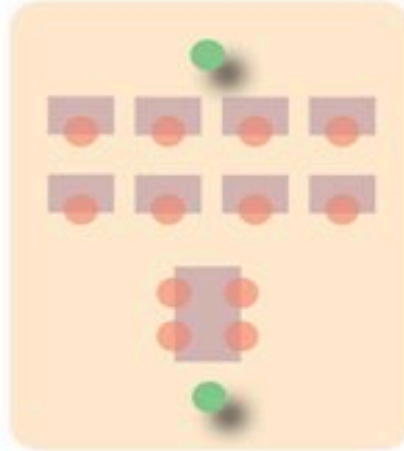
#### Support Teacher (ST)

- 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

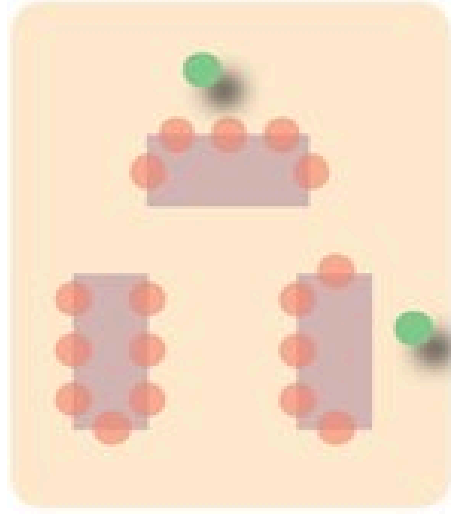
- Be cautious that students receiving extra support don't feel stigmatised
- Make sure neither group is missing out on appropriate content.

### Station Teaching

#### 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:**

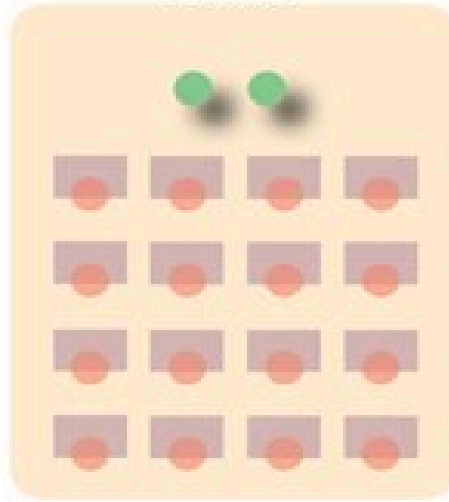
- Noise and activity levels may increase
- Be cautious that students receiving extra support don't feel stigmatised
- Make sure neither group is missing out on appropriate content

### 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

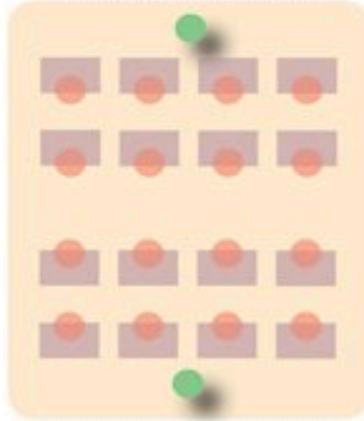
- Requires substantial co-planning time
- ST must have a strong grasp of subject content (at least for that unit or lesson).

### 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			

**References:**

American Institutes for Research. (2022). *Essential Components of MTSS*. Mtss4success.org.

<https://mtss4success.org/essential-components>

International Baccalaureate Organization. (2022). *Access and inclusion policy*.

<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>

Logsdon, A. (2019). *Models of Collaborative Teaching for Special Education Students*. Verywell Family.

<https://www.verywellfamily.com/special-education-in-collaborative-classrooms-2162691>

Morin, A. (n.d.). *6 Co-Teaching Models*. Understood.

<https://www.understood.org/en/articles/6-models-of-co-teaching>

Morin, A. (2014). *What Is Responsive to Intervention (RTI)?* Understood.

<https://www.understood.org/en/articles/understanding-response-to-intervention>

PBIS Rewards. (2019). *What is MTSS? | A multi-tiered system of supports*. PBIS Rewards;

Navigate360. <https://www.pbisrewards.com/blog/what-is-mtss/>

*Team Teaching - Advantages, Disadvantages*. (2019). Stateuniversity.com.

<https://education.stateuniversity.com/pages/2493/Team-Teaching.html>

The Understood Team. (n.d.). *Setting Annual IEP Goals: What to Know | Child Individual Education Plan*. Wwww.understood.org.

<https://www.understood.org/en/articles/setting-annual-iep-goals-what-you-need-to-know>