



STUDENT SUPPORT

Policy and Procedures

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Rationale

This document is designed to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations to create a conducive learning environment for the success of every student. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB program at MIS.

Vision statement

Mahindra International School is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our curriculum.

We recognize and understand that there are a large number of reasons why achievement of any one pupil can be adversely affected and thereby deny that individual an opportunity to enjoy a broad, balanced and relevant education. Therefore our ambition is to enable these learners to achieve their full potential in the least restrictive environment at school, develop the attitudes and skills needed for active and responsible contributions for both local and global communities.

Principles of good instructional practice

According to the IBO guide **meeting Student Learning Diversity in the Classroom**, we follow the IB's four basic principles of good instructional practice that promote equal access to the curriculum for all learners:

1. Affirming identity and building self-esteem.
2. Prior Knowledge
3. Scaffolding
4. Differentiation

These practices are relevant to all students, in particular to students who might face academic and behavior challenges.

1. **Affirming identity and building self-esteem are crucial to education-** Students' self-esteem and confidence as learners is boosted by creating an environment where different languages, cultures, identities are valued and respected. Students with SEN learn with their peers in the least restrictive environment.
2. **Prior Knowledge-**In order to facilitate learning, it is important to know that students build on their prior knowledge or what they already know, and what they have come to know both through formal and informal experiences.
3. **Scaffolding-** Scaffolding is a strategy to support students when they learn new and complex tasks, these tasks can only be accomplished when they receive focus of a very specific kind.
4. **Differentiation-** Differentiation is tailoring instructions to meet individual needs. Differentiation in process, product and assessment or the learning environment or flexible grouping makes this a successful approach to instruction.

Definitions

Inclusion

Inclusion is a process by which MIS develops its policies and practices to allow all students equal access to the curriculum through differentiated, adapted and/or modified lessons. Regardless of ability, the students are taught in general education classrooms with same- age peers, where support services are brought to the child. With the right skills training, strategies and support, the in most cases of students with *mild to moderate* learning differences can be successfully included in the regular classroom setting. However, this will not always be appropriate for every student all of the time. Inclusion is based on the idea that all students participate, engage and develop to their full potential and involvement in the wider community.

Differentiation

Differentiation is an ongoing process and a teacher's response to an individual's needs in the classroom, these are guided by general principles of differentiation example-respectful tasks, quality curriculum, flexible grouping, continual assessments and building community. All teachers are responsible for providing differentiated learning experiences that best support student learning through content, product, process and the learning environment.

Accommodations

It is a change in how student with learning differences accesses learning. As this helps to reduce/eliminate the impact of identified learning needs. These are only provided when there is sufficient evidence that a student will not succeed without them. The Accommodations can be withdrawn after a review or altered based on the students' current needs.

Modifications

These are changes in what the student is expected to learn. These changes are above and beyond the differentiated instructional practices expected in the classroom and are linked to diagnosed learning needs. With modifications a student is expected to learn something different from the general classroom standards. Modifications are made so that a student can be meaningfully engaged in the classroom. Modifications are always highlighted on the IEP and parents' consent is required. Modifications should be made the last resort after the student's responses to interventions and attempts to accommodate their needs through learning support services has been insufficient.

- The decision to modify the curriculum for a specific student should take into consideration the implications for graduation and postsecondary educational opportunities.
- When planning for modifications, the students profile should be matched to appropriate program of study. This is especially important in the secondary, since backward planning from what the student wants to do when they leave school will help guide the program decision.
- Modifications should not be permanent and should be evaluated at least annually.
- Student should be graded against the identified criteria and it should be indicated on the report card.
- Decisions about modifications should be made by a team- parents, Learning support teacher, Counselor, Section Principal and the section Coordinator.

Mild Learning Differences

This is reflected in a slow rate of maturation, reduced learning capacity, inadequate social adjustment, delayed conceptual development, difficulties in expressing ideas and feelings in words, a limited ability to abstract and generalise content learnt, limited attention-span and poor retention ability, slow speech and language development, difficulty adapting to change and an underdeveloped sense of spatial awareness. Students may also experience difficulty with reading, writing and comprehension and have poor understanding of mathematical concepts. A student with Mild Learning Differences is likely to struggle with the content, process and presentation of his/her work. (Specific learning disabilities and ADHD are a classic example if not found comorbid with another learning challenge or physical disabilities).

Moderate Learning Differences

A student with a moderate general learning disability is likely to display significant delay in reaching developmental milestones. These students may have impaired development and learning ability in respect of basic literacy and numeracy, language and communication, mobility and leisure skills, motor coordination and social and personal development. Many students with moderate general learning disabilities may have difficulties with the length of time for which they can concentrate on activities, with generalising and transferring knowledge across situations and with processing input from more than one sense at a time. Insofar as IQ (Intelligence Quotient) may be used as an indicator of moderate general learning disability, such students' cognitive functionings range from IQ 65 to 85 on standardised IQ tests. Many students may have accompanying impairments such as physical, hearing or visual impairment, autism spectrum disorders (ASDs) and emotional disturbance or impairment in communication skills. Remember that each student is different – what works for one may not work for another.

Severe Learning Differences

Students with severe learning difficulties are likely to be severely impaired in their functioning in respect of a basic awareness and understanding of themselves, of the people around them and of the world they live in, exhibit a wide and diverse range of characteristics, including a dependence on others to satisfy basic needs such as feeding and toileting, difficulties in mobility, problems with generalising skills from one situation to another.

Many of these students will have additional disabilities such as autistic spectrum disorders (ASDs), challenging and/or self-injurious behaviour, emotional disturbance, epilepsy, hearing impairment, physical impairment, severe impairment in communication skills, visual impairment, cerebral palsy, downs syndrome. Insofar as IQ (Intelligence Quotient) may be used as an indicator of general learning disability, a student with a severe general learning disability is described as having an IQ in the range 20 to 35 on standardised IQ tests, and a student with a profound general learning disability is described as having an IQ under 20.

Physical Difficulties

Students may have physical disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, ataxia, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may require minimal support from the Student Services team, while those with minimal physical disability may also have serious learning needs. Physical access can be a major concern for students who have physical disabilities as those who use wheelchairs, braces, crutches, rollators, canes or prostheses, or those who fatigue easily may have difficulty moving around a school campus. We are aware that the range of physical disabilities is wide, and only a few are selected and presented here..

Talented and Gifted students

A talented student demonstrates superior mastery of systematically developed abilities in at least one field of human endeavour to the extent that the individual is within the top 10% of their age peers in that field. Talent requires demonstrable skills at a superior level of mastery.

Identification of a gifted student involves achievement on a standardized IQ test, (WISC, WAIS or Stanford-Binet test of intelligence), a Full Scale IQ of 145 onwards. Teacher may identify students who display high levels of superior performance in certain subject areas or high level of creativity. Anecdotal records and standardized screening tools example- MAP and CAT 4 a student who scores in the above 90th percentile, are tools that help with identification. The definition is untrained natural abilities in at least 1 ability domain and the student is in the top 10% of their age peers.

Twice-Exceptional

A twice exceptional learner is a student who is both high achieving and has a learning difference example- a prodigy in Math and on the spectrum(ASD).They may be difficult to diagnose as one exceptionality may mask the other, or both may cancel each other and the child may look average'.

Admissions

At MIS we provide services to students with Mild learning differences, mild language difficulties, and students needing extra support in specific academic areas. We also provide support to students needing social and emotional counseling and social skills training.

At MIS we believe that timely identification and intervention are essential to providing effective and sufficient services to students.

Parents of every new student are required to submit psychoeducational reports, IEP's of any previous learning support provision or specialist evaluations/assessment from the previous school prior to being admitted.

Further information about the details of the admissions process and which students are a good match for the school, please consult the Admissions Policy.

Level of Services Provided

Students with learning needs learn best when they are educated with neuro-typically developing peers to the maximum extent possible. We are able to meet with needs of most students in the regular classroom with differentiated instruction through accommodations and consultation.

Identification of needs

For a student facing academic/socio/behavioral difficulties, support begins through the early identification procedures. The class teacher or subject teachers, through personal observation of student's performance, identifies a student experiencing a learning difficulty. Parents may also raise a concern through the class teacher. Standardized testing, informal assessments, teacher observations and previous school records are different ways of identifying a students profile.

Pedagogical Support

The Student support services is the form of assistance and support to teachers and students, it helps in increasing learning and participation of those students with academic and social challenges. The Student Support teachers may recommend to adjust activities, materials and assessments best suited to a students learning need. These adjustments can be carried out best while both the Student support teachers and the teachers collaborate. In addition to the above the Student Support operates on an open door policy.

Co-teaching Model

Co-teaching is often implemented with general and Learning support specialists paired together as part of an initiative to create a more inclusive classroom. Some of the benefits of teaching in an inclusive classroom are-more opportunities for one on one interaction between students and teachers, leading to stronger relationships.Students with academic/behavior difficulties have access to the general education curriculum, which includes the classroom activities they otherwise wouldn't take part in.

- Students still have opportunities for specialized instruction when needed
- All students can benefit from the additional supports, resources, and diversity in the classroom.
- Increased independence for students with difficulties.
- Stronger, more creative, lessons due to teachers sharing the planning process with each other.
- Teachers are able to support each other.

In the Primary School we follow the following model of co-teaching. In this model the student support services co-teaches in the classroom as part of the collaborative pedagogical practices adopted at MIS.

When co-teaching, one teacher may take the responsibility for teaching the content while the other teacher provides assistance to individual students as required making sure that the classroom instruction continues without disruption.

Teachers may set up stations and teach in different small groups to target specific content depending on the student's need. Students are actively engaged in small groups. Student may be included into groups depending on their instructional needs which can vary depending on the content. The content can be differentiated with one group being extended or accelerated and the other one taking more time to review the content or being provided with more strategies.

In the Secondary school we follow the following model of co-teaching -One teaches, One Assists. In this model the content needs to be delivered to the class as a whole. As the subject teacher teaches the lesson, the Learning Support teacher circulates around the room answering student questions, keeping students on task and helping individual students when needed. In some situations the Learning Support teacher will plan the lesson together with the general educator and

help in the delivery process. The Learning Support teacher as an expert will help to differentiate the instructions, resources and physical environment so that the student could meet the outcomes just like the other students.. Co-teaching only happens till MYP-5 in the secondary school. This model is adopted for support to students on Tier 1 on the RTI.

In- Class Support

In this model through coordinated interventions intensive support is provided to students from PS-2 to MYP-5 in the classroom. Service delivery is a team process in which the parents, homeroom teachers, administrators, learning support and counselors work collaboratively to determine the support necessary for the student to make progress and achieve. Students who require intensive support will have a Student Support Plan at Tier 2 and an IEP in Tier 3(RTI Model)

Intensive Support Program(Pull out session)

The model of intensive support for students who struggle academically or have an IEP, is the Pull-out model. Students attend a separate Academic support class during an 20-80 minute block session. The number of support classes required depends on their Personalized plan. The Learning support teachers collaborate with the homeroom teachers/subject teachers to monitor the progress of the student. The individual sessions focus on building skills in their individual areas of development(maths, english, spelling, reading, writing)

Psychoeducational Testing

This is useful and formal evaluation that has the benefit of providing explanation about processes that may be impacting a student's learning. It gives a baseline of a student's strengths and areas to improve. Information from the testing is useful to suggest strategies that may be useful for the school and the parents for the students learning. Testing results should not be viewed in isolation instead collated with classroom observations, current school performance and background history. Psycho-educational testing includes both Cognitive and Achievement testing. These tests usually take 60-180 minutes each, this will include rest breaks. They are paper-pencil tests and are conducted one on one with the child and the psychologist. Psycho-educational reports will only be accepted if in English.

- **Cognitive testing-** These are typically the Wechsler Intelligence Scale for Children (WISC), Wechsler Intelligence scale for Adults(WAIS-3) and the Woodcock Johnson test of Cognitive abilities.
- **Educational (Achievement) testing-** Achievement tests give an accurate picture of students' knowledge and skills in the subject area or domain being tested. Accurate achievement data are very important for planning curriculum and instruction and for program evaluation. The skill levels are then compared to the cognitive test results and it further requires investigation if any major discrepancies in the scores observed. These tests are typically the WRAT- series of tests.

Decision makers for the Psychoeducational testing- The sections Principal, Coordinator, Learning Support teacher, Counselor, Head of Student Services and the Homeroom teacher determine whether a student requires testing or not.

Situations when we will conduct Psychoeducational tests on students- At MIS we will only test students when we need a global profile of a student, to make an educational decision while the student is enrolled at MIS.

- Students who have been receiving intervention from the Student Support team at Tier 2 of the RTI and progress is not visible.
- Entry and Exit to the Student Support Services.
- If changes in services required within the already existing Academic Plan.
- For extension of the program (in case of exceptional students).
- Testing will not be conducted for students who will be leaving the MIS community within 2 months.

Standardized Testing

At MIS at this point we use the universal screening as a data point to inform our instructional practices with our students.

Counseling services provided

A. Individual Student Planning

Services Delivered	By whom
Post-secondary selection	College Counsellor, Learning Support
Review of behavior plans	Section Counselor, Learning Support.
Transition new students and exiting new students and division to division	PYP 5 - Transition day Myp 5-DP- Transition day. Whole school - Meet & Greet
Test accommodation	Diagnostic testing at school and apply for Inclusive Arrangement- School Psychologist and Secondary Learning Support.
Organizational skills	CORE, Approaches To Learning, Learning Support, Home Room, Individual Counselling
Cultural and Religious tolerance	Celebration of Diversity, International Carnival, Core Program
Life skills development, time-management and peer relationships	CORE, Approaches To Learning, Learning Support, HR, Individual Counselling
Student habit survey and follow up	CORE[MYP 4 and 5]

B. Responsive Services

Services Delivered	By Whom
Consultation with parents, teachers, administrators and community agencies to help student families when a crisis arises.	Counsellor, Principal, Director.
Counseling in small group or individual students experiencing difficulty with relationships, personal concerns or developmental issues.	Home Room teachers, Core, Individual and Group Counselling
Help students through personal counseling identify problems, causes and possible consequences so they identify appropriate strategies and make appropriate choices.	Counsellors with Home room teachers
Counseling is usually short term in nature if long term required referrals are made to the community outside	Counsellors in consultation with HOD of Student Services and Section Principal(Directory of external Professionals the school is maintained).
Support is provided to students, families, staff and community members facing emergency situations.	Safety Drills, Booklet, Counsellors, Administration, Security
Necessary information is shared with the staff member to ensure information and problem solving.	Counsellors, Learning Support.
List of community resources-person outside of school for referral or to refer faculty or students whose needs cannot be addressed	Social-emotional Counselors, Remedial teachers, Speech and Language Therapists and Occupational Therapists.

C. System Support

Services Delivered	By Whom
School inservice and professional development training to ensure their skills are updated in areas such as curriculum and program development, counseling, techniques, advanced skills, university placement, technology and data analysis	Counsellors, Core team, College Counsellor
Regional education association through annual counseling, weekend workshops and other development curriculum.	Saibsa Job Alike Sessions, TAISI sessions. Counselors Association of India and Maharashtra Dyslexia Association.
Counselors providing information session for the faculty about the services.	Counselors and Learning Support.
Professional association membership.	ISCA - International School Counselors Association.
School counselors continue to stay current with best practices through regional and international workshops	Yes very much Professional development is ongoing.
Consulting, collaborating and communicating with faculty and parents.	Counsellors and Learning Support. Weekly meetings with Section Principals.
Sending out monthly newsletters to parents.	Monthly articles in the newsletter - Counsellors and Learning support
Providing relevant workshop to parents and faculty.	Counsellors and Learning Support.
Supply timely news articles to parents and faculty.	Monthly articles in the newsletter - Counsellors and Learning support
Weekly meeting with teachers to discuss students concerns.	Regular meetings - Counsellors and LS
Individual meeting with parents and teachers.	Counsellors and Learning Support regularly.
Weekly/Monthly meetings with principals to discuss student trends/concerns or program updates.	Yes both Learning Support and Counselors collaborative meeting time.
University fairs for parents.	College Counsellor
Standardized test analysis and debriefing.	Learning Support and Section Principal and Coordinator, College Counsellor.
Communicating with university representatives.	College Counsellor

Order and develop the counseling resources (books, games, articles, curricular program).	Counsellors and Learning support
Write policies and procedures that advocate for students and the school community.	Child Protection Policy Committee Learning Support Working Group
Discover gaps that exist between different groups of students.	Counsellors, Learning support, Homeroom teachers, Section Principals/Co-ordinators

D. Guidance Curriculum

Services Delivered	By Whom
Teach the school guidance curriculum through learning activities or units in the classroom.	Core team
Collaborate with interdisciplinary teams to develop and refine guidance curriculum in content areas which are appropriate to age/grade level.	Core team
Counselors conduct small group activities inside or outside the classroom to respond to students identified needs or interests.	Counsellors and the Core team

After School skill building program

The after-school skill-building programmes are designed to close the gaps between what a student knows and what the student needs to know. These sessions will target basic skill development example-reading, writing, spelling, thinking and written communication skills. The program will provide individual attention and are conducted at the students pace. The students are selected for this program if referred by the homeroom teacher(Primary), subject teachers(secondary), identified through the Intervention process(RTI), student self-referral or parent referral.

Identification and Referral Process

Early Identification process

The Early Identification Process is to identify, develop, and implement alternative strategies for students who have recognized problems in the classroom before the student is referred to Learning Support and Counseling team. Pre-referral intervention is typically conducted by the Homeroom teacher with assistance from the Student Support Services. The Homeroom teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions.

Response to Intervention

Response to Intervention (RTI) is a multi-tiered model designed to address the needs of all children through a continuum of services. RTI provides three levels of intervention for students who are experiencing challenges (behavior or academics). However, even if after differentiated instructions and intense interventions student's performance does not improve, then the student will be referred for a psycho-educational assessment to determine possible eligibility for special education services or out of school counseling services.

The full RTI Process and procedures is included in the Student Support Services handbook-for Primary and Secondary.

Student Support Plans

The student support plan is similar to the IEP (Individual Education Plan). This plan is written down after the student has not responded to the intervention at Tier 1. The plan is written by the Case manager, in consultation with the teacher(s). The goals in these plans are monitored every 6 weeks. The Case Manager is responsible for monitoring a student's progress towards the SSP.

Basic sections of the Student Support Plans are-

- Students background information.
- Support provided in the 3 domains-Academic, Communication, Behavior.
- The members involved in supporting the student in school.
- The number of times the student is provided support in-class or pull-out.
- Goals.
- Timeline to review the plan.
- Accommodations/Provisions or any modification provided.
- If the student receives outside support, identify the area.

Individual Education Plan(IEP)

The IEP is a planning, teaching and reviewing tool, which underpins the process of planning intervention for the individual student. The IEP should include the following aspects;

- Teaching plans- what should be taught, how it should be taught, how often particular lesson should last.and teaching requirements needed to help a student reach identified goals.
- Be accessible and understood by all stakeholders.
- Be a structured document used to plan differentiated steps.
- Be agreed by the parents before it is printed out.
- The provisions to be put into place
- If a student is unable to meet the expectations of an IEP, a comprehensive report will be submitted to the school and parents.
- At least 4 individual targets, relating to key areas- communication, literacy, mathematics, aspects of behavior, physical requirements.
- Identify the staff member giving the support.
- Identify the external specialist and their roles in the advisory capacity.

Individual Therapeutic/Treatment Plans(ITP)

The Individual Treatment Plan (ITP) is essential, because it informs the provider and others about the goals, type of services, service intensity and progress indicators that are designed for the child's problems, needs and preferences. An ITP is practiced by counselors only. The ITP is a written plan that establishes and documents the following:

- Treatment goals and objectives based on the most recent diagnostic assessment
- Specific strategies and methods for treating needs identified by the diagnostic assessment
- Schedule for accomplishing the goals and objectives
- Responsibility for providing each treatment component
- Mental health status and progress, including changes in functioning

Staffing

Head of Department - Student Services

One member of the Student Services team is appointed as the Head of Department. The responsibilities include formal Psycho-educational evaluation, Informal testing responsible for drawing all the Individual Educational Plans and preparing for necessary documentation for Inclusive Access Arrangement for the students both in the school. Other services include one on one support for students with academic, emotional and psychological concerns. Maintaining a list of student records across the school who may be identified with academic/socio-emotional or mental health issues. To also request for additional resources and testing material, books for the department. For a full description of the responsibilities of the Head of Department, please refer to the published job description.

Learning Support teacher- Primary and Secondary School.

They provide support to students with mild learning difficulties and ensure that students perform to their full potential. Both in class support and pull out sessions are provided based on the students need. Individual Education Plans are written for the students and progress monitored periodically (3-6 months case to case). They work very closely with the general educators, school administrators and parents.

Counselors

Both the Primary and the Secondary Counselors play various roles within the school community to ensure that students' social, emotional, behavioral and academic needs are being met. They provide a wide range of services that include individual, group or family counseling, parenting support, planning and delivery of the core guidance curriculum, faculty and parent workshops. The Primary and Secondary School Counsellors also act as the Child Protection Officers upholding the MIS Child Protection Policy.

Description of the Counselor's role at MIS-

- A meeting with a counselor is to get help with problems in a student's life that are bothering them or that are keeping them from being successful in important areas of their life. Sometimes these issues will include things they do not want others to know about. For most people, knowing that what they say will be kept private helps them feel more comfortable and have more trust in their counselor or therapist.
- Privacy in both communication and documentation(also called confidentiality), is an important aspect of counseling.
- As a rule, the counselors will keep the information shared in the sessions confidential, unless a written consent to disclose certain information is granted.

For a full description of the responsibilities of the Counselor, please refer to the published job description.

Disclosure statement by the Counselors

There are, however, important exceptions to this rule that are important to understand before personal information is shared during the counseling session. In some situations, it is required by law or by the guidelines and by the guidelines of the profession to disclose information whether permission is granted or not. Some of the situations are listed below.

Confidentiality cannot be maintained when:

- It is disclosed that a student plans to cause serious harm or to kill himself/herself and If the counselor believes that the intent and ability to carry out this threat. They must take steps to inform the necessary individuals inside and outside the school (division principal, parent/guardian, medical professional for outside reference). These steps make sure that the students are protected from harming themselves.
- If the counselor is told that the students can cause serious harm or death to someone else who can be identified, then the counselor must take steps to inform the necessary individuals inside and outside the school (division principal, parent/guardian, medical professional for outside reference). After the initial reporting to the division principal it can be decided if the person/student who is intended to be harm should be informed.
- If students are engaging in activities that could cause serious harm to themselves or other students (drug abuse, alcohol, e-cigarettes). In these situations, the counselors will need to use their professional judgment to decide whether administrators at school or parents need to be informed
- If the counselor is told that a student is being abused - physically, sexually or emotionally - or that have been abused in the past. In this situation, the counselor is required to report this abuse to the necessary individuals at school (Section principal or the Child Protection officer at school, parent/guardian, medical professional outside the school)
- In some situations out of school medical practitioners (Psychiatrist, Therapist, Psychologist) and in school counselors need to work together; for example, in case a student is on medication in addition to seeing a counselor or therapist out of school. In such situations the Counselors will seek written permission from parent/guardian in advance to share information with a medical practitioner out of school.

Shadow Teacher

A shadow teacher is only considered to enhance the learning of a specific student with an identified need(s). It is engaged by a family after approval from the school.

The student will also be on a minimum of RTI (TIER 2) support and have either an IEP or a detailed Student Support Plan, with a detailed and comprehensive diagnostic assessment and report.

The shadow teacher's role will be reviewed termly but the school with the parent

Role of the Shadow Teacher Shadow teacher will support the student she/he is hired for, but also help/work with children on that table or group so that the student does not feel awkward and other students don't notice this special attention towards him/her. The shadow teacher is not supposed to do any photocopying or Teacher Assistant duties nor are they seen as cover in a teachers absence.

Supervision of the student - no additional supervision duties to be assigned. Shadow teacher will be on both morning and lunch duty to supervise. The shadow teacher will take their break when the student is having their snack or lunch and will sit in close proximity in the cafeteria.

Supervision if exempt from any curriculum session - The shadow teacher will be responsible for the child if any area of the curriculum is deemed by the school and shown on an IEP or support plan as not beneficial to the child at any point in time.

Therapy sessions - Any therapy sessions as advised by the therapist from outside the school should not impact teaching lessons.

Liaise with the out of school therapists. The shadow teacher is responsible for regular liaison with the therapists and to inform the school of any strategies etc to be used to support the student

Liaise with the family - The shadow teacher is responsible for daily/weekly liaison with the family

Liaise with the school personnel - The shadow teacher is responsible for daily liaison with the homeroom teacher. The teacher will plan and the differentiated activity will be facilitated by the shadow teacher. The shadow teacher is responsible for weekly liaison with the Student Support Services Head or when a key event happens. The shadow teacher is responsible for monthly/termly liaison with the Principal or when a key event happens and will participate in the IEP & Progress meetings for the student.

Costs - The school does not provide one on one provision for students. The parents are responsible to hire and pay for the shadow teacher

Transportation - The shadow teacher may avail of the regular bus routes but the family will be billed for the transportation

Food - The shadow teacher may avail of the food options in the cafeteria and the family will be responsible for the payment of the termly bill

Holidays - Holidays may not be taken in term time

Professional Development - The shadow teacher may request reasonable leave for PD directly related to their role - it should be given well in advance to the family and the Principal

MIS policy and procedures - The shadow teacher will follow the policies and procedures of MIS

Confidentiality - The MIS Student Support Policy will be followed for confidentiality purpose.

Child Protection Policy - Students safety is paramount and the school Child Protection Policy and rules will be applicable and will have to be followed.