



Beijing BISS International School
北京BISS国际学校

Special Educational Needs Centre (SEN) Handbook Policies & Procedures

Updated: May 2019



IB CONTINUUM
CONTINUUM DE L'IB
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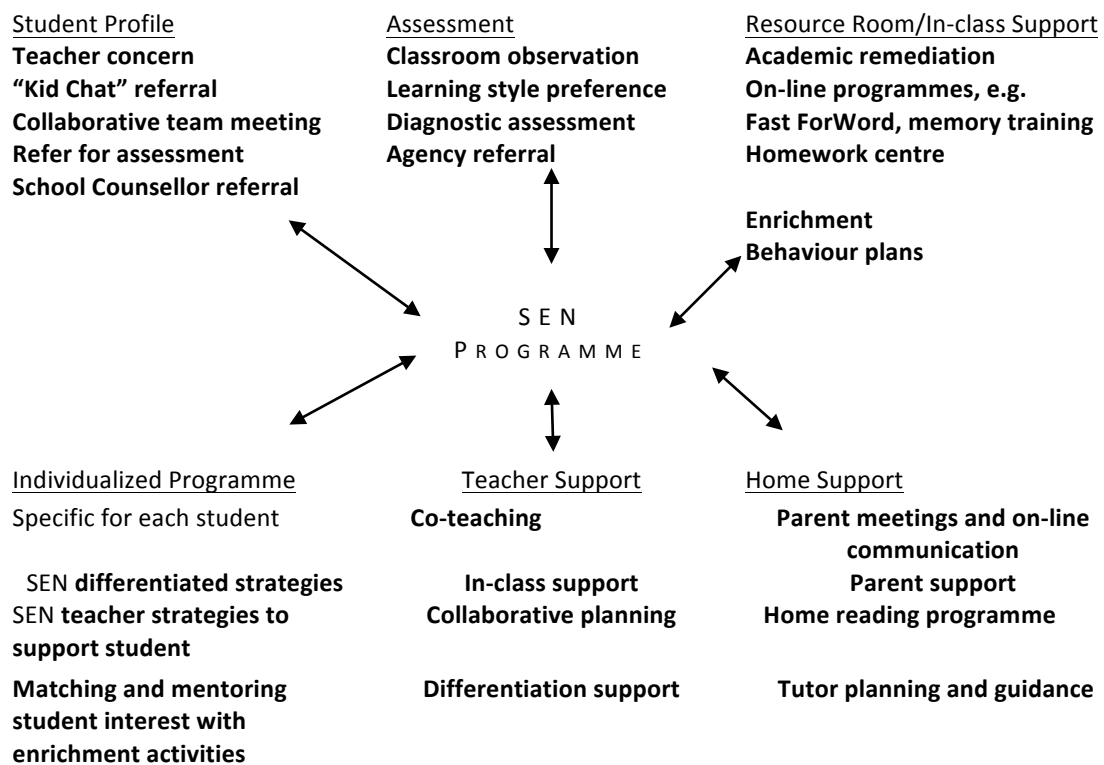
The Special Educational Needs Centre - Overview

“If I can’t learn the way you teach, will you teach me the way I can learn?”

(IB Unattributed)

The vision of the SPECIAL EDUCATIONAL NEEDS CENTRE (**SEN**) is to provide a wide variety of services that support students and teachers in determining learning needs and styles in order for them to gain optimal access to the curriculum in an inclusive classroom programme.

Services may include the following:



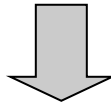
OLC Referral Process

Concern Noted

Teachers, parents, or others with knowledge of the student, can initiate referrals.

Staff can initiate concern through

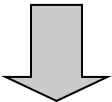
1. "Kid Chat", the regular meeting held by the School Based Team "Kid Chat"
2. Consultation with the School Counsellor



School Based Team Action Planning Process

The team will collaboratively decide what course of action is to be taken.
If a referral is made to SEN Service the following procedures are:

1. **The SEN teacher will liaise with the appropriate teacher(s) and the School Counsellor to review concerns and determine a plan of action with intervention(s). Parents will be notified, if it is found necessary to hold a formal IEP meeting.**
2. **Some students or groups of students may require a simple In-class Support Plan that will be supported by collaborative unit planning with the teacher(s). This action plan is likely to involve classroom differentiation, which recognizes individual learning styles based on the VAK model, and co-teaching models.**
3. **Review In-class Support Plan and determine whether to proceed with interventions only or commence with assessments, which may include a psychological evaluation, for a more in-depth understanding of student support needs.**

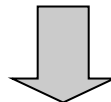


Inclusive Classroom Planning Model

The SEN teacher and classroom teacher will meet regularly to work towards a common goal for the student or group of students.
Planning should involve:

- how differentiation should take place in relation to the unit of inquiry being taught;
- benchmarks or standards;
- assessments;
- lesson activities;
- co-teaching models; and
- scaffolding techniques.

Examples of Interventions: Classroom modifications
 Differentiation techniques
 Supplemental instructions
 Behaviour planning or monitoring
 Individualized teaching
 Cooperative learning groups
 Accelerated Learning Initiatives



Formal IEP Model

Parents must be notified at the commencement of this process. Information is gathered and a formal assessment is completed to gain greater insight into the student's needs. This could be in the form of a parent questionnaire, i.e. SNAP assessment, diagnostic or academic ability assessment, psychological or speech evaluation and/or medical assessment.
An Individual Education Plan (See Appendix 2, p. 18) will be put in place in consultation with personnel involved.
Goals will be set, monitored and evaluated within a time frame with short- and long-term reviews.
The SEN teacher will ensure implementation of the plan.
Individual Education Plan meeting will take place at least 2 times per year.

School Based Team/Kid Chat

Who are the members of the Kid Chat?

Team members are the **SEN** teachers, the **School Counsellor**, the **K - 12 Principal**, the **Head of School** and anyone else with knowledge of the student who may be helpful in problem-solving and planning for student success.

What happens during a Kid Chat meeting?

The team shares information and concerns in order to present an overall picture of the student. The issue, incident or concern is discussed. A plan of action is put in place with responsibilities for each team member. The SEN teachers record information discussed in Communication Logs, which are distributed to all parties involved in the meeting.

What happens after a Kid Chat meeting?

Persons responsible for follow-through of recommendations and action plans provide feedback at the next Kid Chat meeting. The teacher(s) who initiated the concern are also informed of any further developments. If further formal assessment is required, permission from parents is sought. After further data collection an IEP meeting may take place with parents and teachers to develop a programme to meet the student's individual needs.

Note: The Kid Chat meetings are not only part of the SEN referral process, but also support a variety of students in other situations.

It is a structure that supports improved communication among parents, teachers and school administrators.

It brings the BISS learning community together to discuss, share information and problem-solve in order to meet students', teachers' and school needs.

It can be requested by anyone who has expressed a concern about a student.

Identifying Special Needs Students

Beijing BISS International School welcomes all students with mild to moderate learning differences. An inclusive programme that supports International Baccalaureate mainstream curriculum is provided through in class support, curriculum differentiation and continual monitoring. Some individual or small group tuition may be beneficial at times and a student(s) may be pulled out of class for this. SEN service is limited to the accommodations and modifications of the IB curriculum. In accordance with the Admissions Policy, the Head of School is authorised to withhold acceptance of any student for whom the school is unable to offer enough services to provide a strong educational programme.

Students with **learning support** requirements, as **defined by the IB**, may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.
- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Teachers design learning experiences that allow students across a range of needs to meet their learning objectives.

Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.

Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem-solving. Increasing participation in the IB Programmes is an important place to begin.

Schools should ensure **equality of access** to the curriculum and provide students with the support they need in order to set and meet challenging educational goals (MYP: from principles into practice, January 2015)

According to IB guideline D1.13, “Some students will require special teaching and assessment arrangements due to special educational needs such as:

- Learning difficulties
- Specific learning difficulties and language disorders
- Emotional and behavioural difficulties
- Physical, sensory and medical conditions
- Mental health problems
- Gifted and Talented

Where students experience such educational needs, the MYP and PYP programmes are flexible enough to allow differentiated approaches to teaching and assessment that can be adapted to the learning needs of the students.

With that in mind, BISS management believes the identification of students with differences is a necessary task, undertaken by the SEN staff in conjunction with the school counsellor and/or medical professionals.

Identifying students with specific learning differences/difficulties

A student with a learning difficulty is a student who is identified as being of average to above average intelligence, while at the same time exhibits abilities significantly below average in the academic areas of reading, writing, mathematics and/or oral language. These learning weaknesses cannot be explained as a result of health, social, lack of educational opportunity, language difference or other means. Some learning difficulties can be identified as neurologically based, but many causal factors are not easily identified and in truth may never be.

Identifying a student with a learning difficulty/disability involves gathering information about a student’s school history, teacher’s observations and standardised assessments to determine ability and academic functioning. A student with a significant difference between his/her ability and academic functioning level in any area is considered to have a learning difficulty. A significant difference is statistically considered as one standard deviation below (-1.0 SD) from his/her expected ability.

Some characteristics of students with learning difficulties are as follows:

- Inconsistent grades with high marks in one area and low marks in another.
- The need for much support in school and out of school.
- A history of learning difficulties that are reflected in previous school reports.
- Disruptive behaviour due to a range of strong emotions or feelings e.g. frustration

Students who are in the ESOL programme may also be identified as having special needs when they have had the same difficulties in their first language or have gained sufficient English language ability but have not been successful academically. It is important to determine that the disability is not based on lack of language skill.

Identifying students with physical, sensory and medical conditions

At times, a student's health status may have an impact on his/her acquisition of skills; i.e., a student may have severe allergies or attention difficulties that require medication and impact on a student's ability to participate well in classroom settings. These disabilities are identified by medical personnel and may require some monitoring and accommodations in the classroom setting.

Identifying students with emotional, behavioural, and mental health problems

At times a student's emotional state may interfere with his/her learning. These difficulties are identified by a counsellor, psychologist, psychiatrist or other mental health professional and may require some monitoring and accommodations in the classroom setting.

Other difficulties

There are other difficulties that impact a student's academic performance and participation that are not included here. If a student at BISS is identified as having a difficulty that severely impacts his/her abilities, the school administration will meet with parents to determine an appropriate programme and/or course of action.

Support Considerations for Students with Special Needs at BISS

The following categories are not designed to label students, but rather guide the SEN teacher in providing appropriate levels of support, according to needs. Students are tiered based on their individual learning needs and thus, the level of support provided for success in the classroom. Tiers look different in the Elementary SEN and Secondary SEN programs, due to differing schedules and expected educational outcomes.

Students within the Elementary School SEN program receive support based on the following guidelines.

Tier 1

Student requires significant and continuous support to access curriculum and participate in the regular classroom. Student receives support directly from the **SEN** department through programmes that are driven by the outcomes of a formal assessment or diagnosis (where possible). Modified educational programme is delivered through an IEP with pull-out or in-class support and at least one period per week allocated for collaborative planning among teachers.

Tier 2

Student receives support from the SEN department predominantly in the form of curriculum accommodations. In-class support is provided, and an ISP (See Appendix 3, p. 24) is created. Weekly collaborative planning occurs for optimal support. At times, the student may be pulled out of class to individualise a learning experience or to further develop a skill.

Tier 3

Student is discussed during weekly collaborative planning meetings, but not directly receiving support from the SEN teacher. However, teachers or parents may receive advice, strategies or resources from the SEN teacher, as needed. Weekly collaborative planning ensures appropriate differentiation is in place. Monitoring, conferencing and observations by SEN teacher are available on request.

Students in the Secondary School SEN program receive slightly different levels of support due to the rigor and expectations of the IB MYP and IB DP.

Tier 1

Student is supported through regular consultation and collaboration between teachers and SEN centre, however does not receive direct in class support. Strategies and resources are provided from the SEN teacher, as needed. Monitoring, conferencing and observations by SEN teacher are available upon request.

Tier 2

Student receives support from the SEN department predominantly in the form of curriculum accommodations. In class support is provided and an ISP, In-class Support Plan, (See Appendix 3, p. 24) is created. Regular collaborative planning meetings occur for optimal support.

Tier 3

Student requires significant and continuous support to access curriculum and participate in the regular classroom. Student receives support directly from the SEN department through programs that are driven by the outcomes of a formal assessment. Accommodations and, in rare cases, modifications are delivered through an IEP (See Appendix 3, p. 24) with in class support or, in extreme cases only, pull-out support. At least one period per week allocated for differentiation meetings with teachers and SEN teachers.

ISP – In-Class Support Plan

ISPs are generated by the SEN teacher, as a result of referral during collaborative planning or Kid Chat meetings. Parents are informed that support is being provided and a review cycle is determined according to the goals therein.

IEP – Individual Education Plan

IEPs are introduced to parents in a face-to-face meeting. Thereafter, IEP review documents are sent home with Semester Reports. Review meetings are held at the request of teachers or parents as needed.

In cases when the learning needs of a student exceed what the SEN department can provide according to the Tier 1 descriptor, the school may request a Shadow Assistant.

The school will assume the responsibility for hiring the best suitable person, who would meet the set of criteria set by students' support team. The family will cover all the expenses for the Shadow Assistant. School will take the responsibility for guiding and training the Shadow Assistant to meet the specific needs of the student. The SEN Teacher will ultimately be responsible for supervising the shadow assistant, maintaining regular communication to ensure that student's needs are being met. The effectiveness of this programme will be regularly reviewed by student's support team following the IEP cycle.

This process will occur in consultation with a School Principal.

Gifted and Talented Students at BISS

Definition of gifted and talented students

Those students who demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers. Students' abilities will be in one or more of the following areas: general intellectual ability or talent; specific academic aptitude or talent; visual and performing arts and sports; leadership ability; creative and critical thinking; special abilities in empathy, understanding others, decision making and negotiation, a heightened sense of self-awareness and self-expression.

Students who have an identified ability beyond the regular classroom academic level may be given an opportunity to challenge and extend their learning potential outside of the general curriculum. Students may have the opportunity to join an accelerated learning program. Referrals can be made from staff and/or parents. Data will be gathered to determine present strengths and abilities. In reviewing a student's ability, consideration will be given to high levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, word fluency and motivation.

Differentiation for gifted and talented at BISS is provided through the classroom teachers by

<p>Developing Content</p> <ul style="list-style-type: none"> • More abstract ideas • More complex and integrated content • Greater variety of content • Organisation around key concepts • The study of productive and creative people • Learning methods of inquiry • Content beyond the curriculum • Access to academic journals 	<p>Focussing on the process</p> <ul style="list-style-type: none"> • Focus on higher levels of thinking using Blooms • Open-ended activities • Use of inquiry and problem-solving • Opportunities for choice • Group decision-making and problem solving • Acceleration of learning pace • Use of varied teaching strategies • Requiring evidence of explaining reasoning and strategies • Self-directed research opportunities
<p>Ensuring appropriate learning environment</p> <ul style="list-style-type: none"> • Student and teacher direction • Independence and dependence • Whole group and small group • Simple to complex activities • Flexible grouping • Open-ended and specific assignments • Greater responsibility e.g. explaining challenging concepts to other pupils 	<p>Achieving a final product</p> <ul style="list-style-type: none"> • Expectations for form, content, evidence of skill or concept • Self-evaluation and reflection • Original, personalized work • Opportunities for further extension • Opportunities for selection based on interest, learning specific intelligence.

(Modified from: Activities for Differentiating the Curriculum, State of New South Wales through the NSW Department of Education and Training, 2007)

Instructional Strategies for Supporting Student Learning

1. Classroom teacher:

- a. Differentiation (See Appendix 8, p. 29)
- b. Classroom Organisation
- c. Classroom Management
- d. Methods of Presentation
- e. Methods of Practice
- f. Methods of Adapting Materials
- g. Methods of Testing

2. Adapted programme

An adapted programme retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the programme. The adaptations can include:

- a. alternative formats, such as:
 - a) provision of a scribe
 - b) pre-prepared notes
- b. instructional strategies, such as:
 - a) use of interpreters
 - b) visual cues or other aids
 - c) reduced assignment (quantity)
- c. assessment procedures, such as
 - a) oral exams
 - b) additional time

Students on adapted programmes are usually assessed using the standard for the course/programme and can receive full credit for their work. School personnel should document the adaptations provided for the student.

3. Adaptations with technology

This is an important factor in adaptation for students in the SEN programme; students should be allowed to utilize the following:

- a. calculator;
- b. iPad, with specific apps
- c. Laptop, for word processing and/or other learning support programs
- d. online dictionary & thesaurus
- e. graphic organizers;
- f. specific web programmes (*IXL Math, Jungle Memory, Raz Kids*);
- g. special websites to support research

4. Modified programme

A modified programme has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified maths programme could be focusing on functional computational skills in the context of handling money and personal budgeting. Another example might be for language arts: A Grade 5 student could be working on recognising common signs and using the phone. The student's programme may only include some courses that are modified. The student's transcript and report cards should indicate those courses that are modified. The following ideas formulate a modified programme:

- a. modified curriculum – students alternate curriculum and/or materials as other students in the class and teachers use certain instructional curriculum and assessment strategies to help students meet their individual goals and objectives set out in the IEP or In-class Support Plan. In some cases, the support teacher might have alternative curriculum that is used in addition to the mainstream curricular materials;
- b. modifying assessment techniques – classroom teachers, support personnel and/or students select assessment techniques that will help students demonstrate that they have met the goals and objectives set out in the IEP or In-class Support Plan;
- c. evaluating and reporting:
 - a) when evaluating SEN student(s), classroom teachers and support personnel refer to the

goals and objectives set out in the IEP or In-class Support Plan;

- b) the SEN teacher gives an adapted grade, based on IEP goals. This is recorded in PowerSchool as an SEN grade with an accompanying comment.

5. Modifying Programme of study for IB – MYP/DP

The IB believes that all students should be allowed to learn and to demonstrate their ability under conditions that are as fair as possible. Some students will require teaching and assessment arrangements due to special educational needs such as:

- a. learning difficulties;
- b. specific learning difficulties and language disorders;
- c. emotional and behavioural difficulties;
- d. physical, sensory and medical conditions; and
- e. mental health problems.

In cases such as these, the school is expected to make every effort to differentiate learning and arrangements according to the special needs of the student. Where appropriate, there may be a need to consult IBCA as soon as possible for advice with regard to assessment. SEN teachers must communicate with the DP and/or MYP Coordinator(s), to complete and forward the form entitled *Incomplete Assessment Due to Special Needs* (form attached to this section) by the end of the student penultimate year of study [MYP]; include supporting documentation (psychological report [including academic and cognitive assessments], physician's report, etc.) as requested on the form. Please refer to form attached to this section.

Alternative Pathway to BISS Secondary Diploma

As defined by BISS policy, students may opt out of an IB Diploma and avail themselves of an Alternative Pathway to fulfil graduation requirements. Students that take this route must choose before entering grade 11. The student should then complete the BISS requirements that are stated in the Graduation Policy. The following steps should be taken for a student interested in pursuing the Alternative Pathways option.

1. Interested Grade 10 students, parent or teacher expresses an interest in the student choosing the Alternative Pathways option.
2. Before the student enters grade 11, a meeting is held with the Secondary Principal, DP Coordinator, Secondary SEN teacher, student and parents to see if the Alternative Pathways is a good fit for the student.
3. If the student decides to take the Alternative Pathway Programme, scheduling is reviewed to decide on course selection and modifications between IB courses and BISS courses.
4. Online course, options would be at the parents' expense.

Grade 12 GRADUATION POLICY

The requirements for graduation and attainment of the **BISS Secondary School Diploma** are:

1. Completion of two full years of study at Grade 11 & 12 at Beijing BISS International School (or continuation from another school with a programme approved by the Diploma Programme Coordinator)
2. Successfully pass six International Baccalaureate. Diploma Programme (IBDP) subjects in Grade 11 and Grade 12 (average grade of 3 across the four semesters); students may choose to sit external exams if they are able to achieve a 4 or above during three consecutive reporting session
3. Complete all CAS requirements
4. Complete one semester of TOK
5. Satisfy the BISS Attendance Policy

Alternative Pathway to BISS Secondary School Diploma

The requirements for graduation and attainment of the BISS Secondary School Diploma using the alternative Pathway are:

1. Completion of two full years of study at Grades 11 & 12 at Beijing BISS International School (or continuation from another school with a Programme approved by the Diploma Programme Coordinator)
2. Successfully pass six subjects (minimum of three subjects) at Grade 11 and Grade 12 levels(average grade of 3 across the four semesters); students may choose to sit external exams if they are above to achieve a 4 or above during three consecutive reporting sessions.
3. Complete all CAS requirements
4. Satisfy the BISS Attendance Policy

On the approval of the Diploma Programme Coordinator a student may choose to complete two years of TOK and an Extended Essay.

Students who are unable to meet the above graduation requirements will be eligible to receive the BISS Leavers Statement.

Transfer Students – Beijing BISS International School will recognize the credentials of any student transferring into the school from other accredited educational systems for graduation purpose:

Any exceptions to the above graduation requirements must be approved by the Head of School.

The rules of Confidential Information require that you Do Not inform an examiner about a candidate's personal circumstances, disability, medical condition or special need of any kind.

Questions to Guide Teachers in Planning for Differentiation

(Use any or all applicable to your teaching/learning needs)

<p>1. Are you clear on what you want the student to:</p> <ul style="list-style-type: none"> - know (facts)? - understand (principles, generalizations, ideas)? - be able to do as a result of this/these learning experiences? 	
<p>2. In planning for content, have you thought about:</p> <ul style="list-style-type: none"> - alternate resources? - varied pacing plans? - varied support (reading buddies, tape recordings, organizers, small group direct instruction, extensions)? 	
<p>3. In planning pre-assessment for student readiness:</p> <ul style="list-style-type: none"> - does it show understanding or skill/facts only? - does it fit what you want from #1? 	
<p>4. As you assign students to groups or tasks, have you made certain:</p> <ul style="list-style-type: none"> - students are encouraged to “work up”? - there are opportunities for students to work alone if needed or preferred? - the group size matches the student need? - group assignments vary from previous ones? 	
<p>5. As you create activities, have you made certain:</p> <ul style="list-style-type: none"> - they call for high level thinking? - each activity requires all students to make sense of own key concepts and generalizations? - if readiness based, the activities are varied in pace, content, process, or product? - if interest bases, students have choices to make about how to show understanding? - expectations for high quality task completion is clear? - skills are a part of the activity? - there’s a plan for gathering assessment data from the activity? 	
<p>6. When creating assignments for products, have you checked that:</p> <ul style="list-style-type: none"> - they require all students to use key concepts, generalizations, ideas and skills to solve problems, extend understandings, and/or create meaningful products? - they provide additional options for success to be added by the student and by the teacher for individual students? - they provide for student choice within the parameters needed to demonstrate understandings and skills? - they include clearly stated descriptors for content (understandings and skills), for process (i.e. time-line, drafts, self-evaluation), product requirements? - there are plans for evaluation that is formative and summative? 	
<p>7. Have you ever considered:</p> <ul style="list-style-type: none"> - use of contracts, centers, compacting? - use of small groups for direct instruction for re-teaching or extension? - meaningful tasks when a student completes required work that offers reinforcement, extension, or exploration? 	

Assessment Tools

The **SEN Centre** relies on classroom observations and a variety of assessment tools to identify learning difficulties. Most assessments are administered by the SEN Centre and provide information on academic and learning styles. The **School Counsellor** can administer cognitive assessments. A review of the assessments is listed below.

Differential Ability Scales (DAS) – Second Edition

This is an individually administered clinical instrument designed for assessing cognitive abilities of children and adolescents from ages 2.6 through 17.11. The test provides a composite score and cluster scores measuring more specific ability areas. The purpose is to profile a child's strengths and weaknesses in a wide range of cognitive abilities.

Bilingual Verbal Ability Tests (BVAT) 1998

The BVAT is a standardized assessment instrument that measures bilingual verbal ability and the combination of cognitive/academic language abilities possessed by bilingual students. It measures receptive and expressive oral language ability in the individual's two languages combined.

Naglieri Nonverbal Ability Test (NNAT) 2003

The NNAT is a nonverbal measure of general ability for children ages 5-17. It is a useful tool in assessing students who are not native English speakers.

Automated Memory Assessment, 2007

This is a computer-based assessment of working memory skills. Working memory is closely associated with a wide range of measures of academic ability, including Mathematics and literacy. Poor working memory skills in the early years are also effective predictors of poor scholastic attainments over subsequent school years.

Special Needs Assessment Profile Version 3, 2008; ages 5-14

This is a diagnostic resource that groups and refines the range of factors that might contribute to a student's learning to profile 24 types of Specific Learning Difficulties. It consists of a *Pupil Assessment Questionnaire* for teachers, an *Information from the Family Questionnaire* for parents/carers, and *What I Feel*, a questionnaire to measure a student's self-esteem that is

completed by the student. It also contains 15 supplementary probes to help provide answers if specific information is unknown. The SNAP profile is generated by computer analysis of the interacting factors that make up each pupil's specific learning difficulty, which in turn generates information sheets that can be shared with classroom teachers and parents.

Access Mathematics Test, 2009

A standardised skills assessment that can be used to determine which students could benefit from an individualised Mathematics programme.

KeyMath 3; ages K-15

The KeyMath assessment provides diagnostic information at four levels, each succeeding level offering more specific information about the student's performance. Identifying the individual's strengths and weaknesses establishes a foundation for tailoring an appropriate instructional programme. The four levels are described below:

- a. **Total** – test a student's performance on all subtests combined can be compared with that of others at his/her grade and age level by using the following indices: standard scores (mean of 100, standard deviation of 15), grade and age equivalent scores and percentile ranks.
- b. **Area** – a student's performance in each area can be compared with that of others at the same grade and age level by using these indices; standard scores (mean of 100, standard deviation of 15), grade and age equivalent scores and percentile ranks. The student's performance across the three content areas can be analysed to identify general patterns of strengths and weaknesses.
- c. **Subtest** – the student's performance on each subtest can be compared with that of others at the same grade and age level by using these indices: scaled scores (mean of 10, standard deviation of 3) and percentile ranks. The student's performance across the thirteen subtests also reveals his or her strengths and weaknesses.
- d. **Domain** – the raw score a student makes on each domain can be compared with the average domain score of other students at the same grade level to determine whether the student's mastery of the content is strong, weak, or average.

Peabody Picture Vocabulary Test – III Receptive, 1997; ages 2 and up

The PPVT-III is designed as a measure of an examinee's receptive (hearing) vocabulary. In this sense, it is an achievement test of one's vocabulary acquisition. It also serves as a screening test of verbal ability or as one element in a comprehensive test battery of cognitive processes. The PPVT-

III has been very useful in establishing and restoring rapport because it is a highly appealing task, requires little or no oral response.

For persons with English language background, the PPVT-III may be used to screen for the full range of abilities from giftedness through mental retardation. For persons where English is a second language, the PPVT-III provides a measure of English language proficiency. Because reading and writing is not required, the scale is fair for non-readers and persons with written-language problems.

Peabody Expressive Vocabulary Test – III Expressive, 1997; ages 2 and up

A weakness in vocabulary usage is one aspect of the complex construct of expressive language ability. Many individuals can demonstrate an acceptable level of vocabulary knowledge and still have a language impairment. However, poor vocabulary skills are an important indicator of a possible language difficulty. Since the PEVT can be given quickly, it can serve as an important first step in identifying children and adults who may have expressive language problems.

The words selected for the PPVT-Expressive are high frequency, common words that have important usage features, such as the names of primary colours and common household objects. Such information can be valuable in screening individuals whose primary language is not English and in planning interventions for those who wish to acquire English language skills.

Woodcock Johnson III (3rd Edition)

This is a standardised measurement that contains 22 sub-tests measuring five curricular areas—reading, mathematics, written language, oral language and academic knowledge—as well as two auxiliary writing evaluations. Cluster scores are given in the academic areas of reading, mathematics written language and oral language. This measure is used for diagnosis, determination of discrepancies, educational planning, individual planning, guidance, programme evaluation and assessing growth. Individual student’s performances on the WJ-III can be an indicator of individual strengths or weaknesses, areas of deficiency in instruction or areas of possible learning disabilities.

PROBE Informal Reading Inventory

Probe focuses on determining the reading accuracy and comprehension of students aged 7-15 years. It can also be used for students that are high achievers.

Benchmarks

PM Benchmarks is a reading accuracy and comprehension of students aged 5-11 years.

Phonemic Awareness: Diagnostic Assessment Form

This is a diagnostic assessment form focusing on letter and sound recognition.

Dyslexia Screening Test

A screening test for students aged 6.6 – 16.5 years to provide a profile of strengths and weaknesses in reading, writing and spelling where there appears to be discrepancies between these and IQ.

Ashton Index (2000-revised)

A classroom test for screening and diagnosis of language difficulties aged 5-15.

Appendices

Seven Co-Teaching Models

Look through the following seven co-teaching models and see which one(s) might be possible to use with your unit or in your setting:

1. Alternative teacher

- a. when range of student mastery is great;
- b. when extremely high levels of mastery are expected for all students;
- c. when enrichment is desired; and
- d. coordinating individual efforts.

2. Peer teaching

- a. when there is a lot of material and not enough time;
- b. when there are diverse learners in a classroom;
- c. when alternative assessments are desirable; and
- d. when peers are better for learning than teachers.

3. One teach, one observe

- a. when questions arise about a student;
- b. in new co-teaching situations;
- c. when teachers want to check on students progress; and
- d. when teachers want to compare target students to others in class.

Low Planning Time

4. One teach, one drift

- a. when the lesson lends itself to delivery by one teacher;
- b. when one teacher has expertise for the particular lesson while the other does not; and
- c. new co-teaching situations.

Medium Planning Time

5. Station teaching

- a. when content is complex but not hierarchical;
- b. when part of planned instruction is review; and
- c. when several topics comprise instruction.

6. Parallel teaching (same content, same time, different methods)

- a. when lower adult-student ratio is needed; and
- b. for activities such as drill and practice, re-teaching and test review.

Intensive Planning Time

7. Team teaching

- a. when two heads are better than one;
- b. in co-teaching situations in which the teachers have considerable experience; and
- c. when a goal of instruction is to demonstrate some type of interaction to students.



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Individual Education Plan (O.L.C)

Name:	Class:	Date of Birth:	Date of IEP:
Form of assessment:	Diagnosis (if applicable):	Date of Next Assessment:	
Support Level:		Additional Support:	

SECTION 1

Assessment Data 2015-2016			
	Initial Assessment Data	Review	End of Year Review
Reading			
Spelling			
Writing			
Mathematics			
Others (e.g. behavioural)			

Background Information

SECTION 2
INITIAL OBSERVATIONS

AREAS OF STRENGTH	AREAS OF DIFFICULTY
Speaking	Speaking
→	→
Listening	Listening
→	→
Reading	Reading
→	→
Writing	Writing
→	→
Spelling	Spelling
→	→
Mathematics	Mathematics
→	→
Personal/Social	Personal/Social
→	→

SECTION 3
INITIAL TARGETS

TARGETS	SUCCESS CRITERIA/ ASSESSMENT METHODS	TEACHING STRATEGIES
Speaking		
→	→	→
Listening		
→	→	→
Reading		

→	→	→
Writing		
→	→	→
Spelling		
→	→	→
→	→	→
Personal/Social		
→	→	→

SECTION 4
RECOMMENDATIONS FOR HOME SUPPORT

TARGETS	RESOURCES/MATERIALS
→	→

.....

OLC Teacher	Parents	Homeroom Teacher
--------------------	----------------	-------------------------

SECTION 5
REVIEW

COMMENTS ON PROGRESS		
TARGETS	SUCCESS CRITERIA/ ASSESSMENT METHODS	TEACHING STRATEGIES
Speaking		
→	→	→
Listening		
→	→	→

Reading		
→	→	→
Writing		
→	→	→
Spelling		
→	→	→
Mathematics		
→	→	→
Personal/Social		
→	→	→

SECTION 6

RECOMMENDATIONS FOR HOME SUPPORT

TARGETS	RESOURCES/MATERIALS
→	→

.....

OLC Teacher **Parents** **Homeroom Teacher**

SECTION 7

END OF YEAR REVIEW

COMMENTS ON PROGRESS		
TARGETS	SUCCESS CRITERIA/ ASSESSMENT METHODS	TEACHING STRATEGIES
Speaking		



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In-Class Support Plan

Student Name:		Class:
Date of Birth:	Start Date:	Review Date:
In-class Support:	Pull-out Support:	Additional Support:

Reasons for Referral:
Learning Goals:
1.
2.
3.

Strategies for Differentiation:

Strategies for Home Support:

Review Comments:

*This is a sample and may be modified for individual students.



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Behaviour Management Plan

Student Name:	Class:	Date of Birth:	Referral Date:
Observation Dates:	BMP Commenced:	Review Date:	

Background Information

Record of Previous Behavioural Interventions

Brief Description of Contact with Family

Summary from Learning Support

Student's Strengths

Student's Needs

Goals

Strategies

In class

At home

Behaviour Plan

Who is Involved

1. Parents
2. Homeroom Teacher
3. Elementary School Principal
4. ES OLC Coordinator

Date _____

Signatures

Parent's _____

ES OLC Coordinator _____

Homeroom Teacher _____

Elementary School Principal _____

School Counsellor _____

***This is a sample and may be modified for individual students.**



北京 BISS 国际学校

Beijing BISS International School

Standard Letter to Parents

Date:

Dear Mr. and Mrs. _____:

This letter/email is to inform you of some of the additional services that are offered at BISS. At BISS, we have an Optimal Learning Centre (OLC). This centre creates individual programmes in conjunction with the classroom and ESOL teachers to provide an optimal learning environment for all students. This centre has two full time teachers and we provide support for students in many ways. Part of our job is to support students who have learning differences as well as students who require enrichment opportunities.

Your son/daughter has been recommended to me because _____. I would like to provide further assessment to help us understand the most appropriate educational services for him/her.

The assessment will include an evaluation of _____'s _____. The assessment is called _____. It will be administered by _____ and will take approximately _____ min. It will help us to understand _____.

I hope you will agree to have this assessment done. When the evaluation is completed, you will be contacted and invited to BISS to share the results and help plan for _____'s educational programming.

Yours sincerely,

OLC Teacher

Please email your response or complete the following permission slip and return to

_____ I give my permission for further assessment.

Parent Signature

_____ I would like more information about the assessments.

*This is a sample letter. Parents must be invited to a face-to-face meeting, at which time this documentation will be handed to them. This letter should never be sent by itself.



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Individual Education Plan

Secondary School - Optimal Learning Centre

Student Information:

Name: _____ Date of Birth: _____ Age: _____

Primary Disability: _____ Grade: _____

Secondary Disability (if applicable): _____ Gender: _____

Medications/Dosage: _____

Parent Information:

Name: _____ Email: _____

Preferred Language: _____ Interpreter needed: Yes / No

Parent Input:

Meeting Participants:

Parent: _____ Parent: _____

SS OLC: _____ HR Teacher: _____

Student History:

State all pertinent background information on the student and when student arrived at BISS.

Also, stated here are the steps leading up to this IEP, interventions that have been trialed and failed, interventions that are working, observations that lead to the need for an IEP and/or assessment request. Essentially, all that has been done to support the child up until this point. This section doesn't need to be lengthy, just a simple summary up to this point that will outline the need for OLC intervention.

Summary of Recommendation for Support:

State the tier that the child falls within along with a brief description. Also stated is the amount of support that the student will receive, in which classes and how often per week. Clarification on whether they will receive direct support or consultative support should also go here.

Counseling Services: Yes / No

Present Levels of Performance:

Include any outside assessments- such as psychological-education assessments. Explicitly breaking down the standard scores and percentile ranking of the child based on the assessment. Also included are teacher observations, MAP Assessment information and report grades, if deemed necessary and if available. This section should be detailed in stating the current levels of the child, which justifies the needs for their levels of support.

Academic Performance

AREAS OF STRENGTH	AREAS OF DIFFICULTY
Science	Science
→	→
English	English
→	→
Individual and Societies	Individuals and Societies
→	→
Physical Education	Physical Education
→	→
Arts – Drama/Music/Art	Arts – Drama/Music/Art
→	→
Mathematics	Mathematics

→	→
Design and Technology	Design and Technology
→	→

Academic Targets

STRENGTHS	EFFECTS OF EXCEPTIONALITY	STATEMENT OF REMEDIATION/GOAL
Speaking/ Listening		
→	→	→
Reading		
→	→	→
Writing		
→	→	→
Mathematics		
→	→	→
Personal/Social		
→	→	→

Social/ Emotional Performance

AREAS OF STRENGTH	AREAS OF DIFFICULTY
Relationships with Peers	Relationship with Peers
→	→
Relationship with Adults	Relationship with Adults
→	→
Social adjustment to school environment	Social adjustment to school environment
→	→
Is behavior age appropriate?	
→	

Does behavior interfere with instruction? If yes, provide specific details.
→
Does behavior require OLC Support and/or supervision? If yes, state the details of behavioral support.
→
Has a Behavior Intervention Plan (BIP) been developed?
→

Accommodations

What types of accommodations *if any* are necessary for the student to access the curriculum and/or appropriate activities to make effective progress?

Accommodation	Location	Frequency

Recommendations for Home Support:

Indicate what the parent can do at home to support the student. Based on the goals, the learning needs, and the needs of the teachers for the student to be successful within their class. This would be a valuable place to get teacher input, as they will be able to communicate how the parent can best support the student and the gaps that they have observed that can be reinforced at home.

Mid- Year Target Review
Date:

STRENGTHS	EFFECTS OF EXCEPTIONALITY	STATEMENT OF REMEDIATION/GOAL
Speaking/ Listening		
→	→	→
Reading		

→	→	→
Writing		
→	→	→
Mathematics		
→	→	→
Personal/Social		
→	→	→

Additional comments regarding updates:

Meeting Participants:

Parent: _____ Parent: _____

SS OLC: _____ HR Teacher: _____

End-of-the-Year Target Review

Date:

STRENGTHS	EFFECTS OF EXCEPTIONALITY	STATEMENT OF REMEDIATION/GOAL
Speaking/ Listening		
→	→	→
Reading		
→	→	→
Writing		
→	→	→
Mathematics		
→	→	→

Personal/Social		
→	→	→

Additional comments regarding updates:

Meeting Participants:

Parent: _____ Parent: _____

SS OLC: _____ HR Teacher: _____



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Beijing BISS International School

IB Accommodations for Candidates with Special Assessment Needs

NOTE: The following information is from the *Vade Mecum* instructions for DP candidates:

D1.1 Assessment arrangements not requiring authorization:

At the discretion of the [DP] coordinator (or Head of School), the following arrangements are permitted in examinations without prior authorization from the coordinator help desk at IBCA:

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be detrimental to a candidate with a hearing impairment. Furthermore, a candidate's condition or the nature of the special arrangement (for example, an amanuensis, a word processor) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of the IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing impairment).
- A candidate may take medication and/or refreshments to alleviate a medical condition such as diabetes.
- A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- A candidate who normally uses an aid (for example, a coloured overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, coloured filter lenses) is allowed to use the aid in examinations.
- A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization.
- For a candidate who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.

D1.2 Assessment arrangements requiring authorization

All special assessment arrangements (that is, arrangements other than those listed in D1.1) must have prior authorization from the coordinator help desk at IBCA. A request for special arrangements must be submitted on form D1 and supported with medical documentation (translated into English, French or Spanish where necessary). Send form D1 and the medical documents to IBCA to arrive by 15 November / 15 May, eighteen months before the written examinations. The form must indicate the:

- Candidate's name, intended category and examination session
- Subjects/components affected
- Nature of the condition
- Special arrangements being requested
- Special arrangements currently available to the candidate for class assignments and school examinations.
- For candidates who are visually impaired, include details about the modification of examination papers (for example, enlargement) including the Braille code required for candidates who are blind.

D1.3 Candidates registered under the anticipated category

For anticipated candidates who are taking one or two subjects at standard level after one year studying the Diploma Programme, it may not be feasible to submit a request for special arrangements eighteen months before their written examinations. Please submit the request as soon as possible after the start of their first year. It may not be possible to authorize certain special arrangements for anticipated candidates (for example, modified examination papers) owing to the time taken to undertake this task. For the diploma session one year later, it is not necessary to send a second request for special assessment arrangements (although this is necessary for retake candidates). However, if a candidate's condition changes after the first request has been submitted, the coordinator help desk must be informed.

D2 Candidates affected by temporary circumstances

The missing mark procedure may be used by IBCA in circumstances where a candidate has not been able to complete an assessment component owing to an illness, accident or adverse *Vade Mecum 2006* circumstances. However, the candidate must have completed at least 50% of the assessment for the relevant subject, which must include a written, externally assessed component.

D2.1 A temporary medical condition

R During the two-year course:

If a candidate has a serious illness or accident during the two-year course that may have a significant effect on his or her performance, send a completed form D2 to IBCA without delay. Form D2 must indicate:

- The candidate's name and session number
- The subject/components affected
- The reason for the application and, where appropriate, the special arrangements requested
- Any other information relevant to the case (for example, the duration of the illness, the nature of the candidate's condition).
- Where appropriate, form D2 should be supported with medical documentation (translated into English, French or Spanish where necessary).

If appropriate, IBCA will authorize special assessment arrangements for the candidate.

R During the written examinations:

If a candidate was affected during the written examinations, again submit form D2 with supporting medical documentation. The form must summarize the candidate's condition and how it may have affected his or her performance during the examinations. Form D2 must arrive at IBCA within ten days after the candidate's final examination.

D2.2 Candidates affected by unforeseen (or adverse) circumstances

For convenience, the terms adverse circumstances and unforeseen circumstances are regarded as being the same, although the general regulations actually refer to unforeseen circumstances.

R Circumstances the IB defines as unforeseen:

At the discretion of the final award committee, candidates affected by adverse circumstances may be eligible for special consideration. According to the *Diploma Programme General Regulations*, unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, or disruption during examinations.

Other unforeseen circumstances that may affect a whole group of candidates include civil unrest or natural events such as floods, earthquakes and hurricanes.

R Circumstances which the IB does not define as adverse

Adverse circumstances do not include shortcomings on the part of the school at which a candidate is registered. It is a school's responsibility to ensure that all candidates comply with programme and assessment requirements. No allowance will be made for a school's failure to deliver the course of study owing to:

- **Industrial action (for example, a strike by teachers or a school's ancillary staff);**
- **The illness, death or other absence of a teacher;**
- **Frequent changes of a subject teacher for a class of candidates, including periods without a teacher;**
- **A shortage of teachers, teaching resources or facilities.**

Similarly, no allowance will be made for a candidate who begins the Diploma Programme late in the academic year. If, as a consequence of missing tuition, the candidate is not adequately prepared for assessment, the candidate should be withdrawn from the examination session.

R Procedure

If a candidate or group of candidates is affected by adverse circumstances, send a completed form D2 to IBCA, indicating the name(s) and session number(s) of the affected candidate(s), to arrive no later than ten days after the completion of the final assessment component of the subject concerned. The form must include a statement

from the coordinator describing the nature of the circumstance and its consequence(s) for the candidate(s). Where a group of candidates has been affected by adverse circumstances, if possible, indicate which individual candidates have been most severely affected.

Do not inform an examiner of a candidate's personal circumstances or any circumstances affecting a group of candidates.

Responsibilities of the School

The following guidelines supplement the procedures for requesting special arrangements explained in the *Vade Mecum*.

1. Before accepting a student with special educational needs as a candidate for the DP or MYP, coordinators should consider whether suitable arrangements, for both teaching and assessment, could be made for that student.
2. Careful consideration should be given to a candidate's choice of subjects as some subjects may pose particular difficulties for a candidate with special needs. Consultation with IBCA (sen@ibo.org) may be appropriate before confirming a candidate's subjects.
3. To accommodate a student with a special assessment need, it is essential that the SEN teacher, in coordination with the DP and MYP Coordinators consult with all teachers concerned at an early stage in their program of study.
4. Special accommodations requests are submitted to IB and responses will be authorised via the DP/MYP Coordinators.

R Arrangements Not Requiring Authorization:

At the discretion of the DP/MYP Coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization:

1. May take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group;
2. The Coordinator may arrange for appropriate seating to meet the needs of individual candidates;
3. A candidate may take medication and/or refreshment to alleviate a medical condition such as diabetes;
(Please refer to IB, 2004 – *Candidates with Special Needs* booklet, Section 3, pg. 9 for additional information in this area)

R Procedure for requesting IB approval:

1. Review all student needs in August of each year;
2. Begin to provide in-class differentiation support, pull-out instruction/support and modification as deemed appropriate;
3. Meet with Principal and DP/MYP Coordinator to review students and their needs;

4. The IB advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources. However, additional time for taking any assessment within a time limit can't be implemented until the IB approves permission for additional time for external exams. Therefore, permission for accommodations during examinations must be requested. An SEN teacher may complete the form, but must not be the signatory (Note: see *IB Accommodation Request* form in SEN Handbook). An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.

Complete the *Assessment Due to Special Needs* form or *Accommodation Request* form as determined necessary for students; submit to DP/MYP Coordinator for approval, submitted to the School's Headmaster, then to submit to IB for their approval;

- a. The application should indicate when the special need began:
 - i. Temporary medical condition;
 - ii. Long-term medical condition or permanent disability.
 - iii. If a candidate's condition changes after a request for special arrangements have been submitted, IBCA must be informed.
- b. The application must include cognitive and academic assessments (i.e., included in a report from the school psychologist or external evaluator). If a medical diagnosis has determined a disability, which must also be included with this application.
- c. Before submitting to IB, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- d. The school is responsible for making all arrangements for approving and appointing an amanuensis (scribe), a reader, prompter, practical assistant or communicator. The person providing support may not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived.
- e. If arrangements are requested, the coordinator must ensure that the candidate is or becomes familiar with those arrangements.
- f. If a special arrangement may result in the candidate taking longer to complete a written examination, coordinators are advised to request additional time for the examination(s) concerned. Authorization for certain special arrangements (for example, an amanuensis) will normally include an additional time allowance of fifteen minutes per hour (see IB – Candidates with Special Needs Handbook, section 4.1).

R Special Arrangements (per IB – *Candidates with Special Needs Handbook*, section 4) – The arrangements listed below are termed “special” arrangements because they require authorization from the IB, unless stated otherwise.

4.1 Additional Time

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. For written examinations, additional time is normally restricted to 15

minutes for each hour of the examination (that is, 25% more time). For periods of less than one hour the additional time should be given on a pro rata basis. More than 15 minutes per hour may be authorized for candidates with a severe condition or where the special arrangements place a greater demand on time.

When requesting additional time it is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a candidate.

An additional time allowance is not the same as a rest period: during a rest period the candidate is not permitted to continue working.

- 4.1.1 At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay, language A1 world literature) without authorization from IBCA. However, if an extension to the deadline for the submission of work for assessment is required, an e-mail to IBCA (help@ibo.org) is mandatory. See section 4.13.
- 4.1.3 Additional time will not be authorized for a component where the completion of a task within a limited time is specified in an assessment criterion.
- 4.1.4 Additional time will not be granted for the 5 minutes' reading time that precedes written examinations.
- 4.1.5 Although the standard allowance is 15 minutes per hour, 5 or 10 minutes per hour may be requested.
- 4.1.6 If a candidate's condition, or the nature of the special arrangement(s), is such that more than 15 minutes per hour is required, this should be clearly stated and justified in the application for special arrangements. There should be no assumption that more than 15 minutes per hour will be authorized.
- 4.1.8 At the discretion of the coordinator, a candidate who is allowed additional time may take their examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time.
- 4.1.9 Additional time of 30 minutes per hour (that is 50% more time) will normally be authorized for candidates using examination papers in Braille.

4.2 Rest Periods

During a rest period the candidate is not permitted to read, respond to the examination paper or to write notes of any kind. A rest period is distinct from "additional time" during which the student may continue working.

4.3 Information and Communication Technology

The IB recognizes that for many candidates with special assessment needs, a computer or other microprocessor-controlled devices provides a highly effective

means of communication. For this reason, computers and other forms of assistive technology are normally permitted for written examinations if a student is unable to provide a handwritten response. Each request will be considered on its own merit as to which form will benefit the student's disability.

R Computers

The use of computers in other areas of assessment, such as the extended essay and internal assessment is accepted without question and the IB places no restrictions on the use of software aids such as spellcheckers. However, in written examinations, a computer may only be used as a sophisticated typewriter, for the sole purpose of providing an alternative to handwriting.

- 4.3.1 An application to use a computer should only be made in circumstances where a candidate has a particular difficulty; e.g., visual impairment, physical disability, temporary injury or specific learning difficulty.
- 4.3.2 If a student with special assessment needs uses a computer as their usual means of communication, the candidate will normally be permitted to use a computer in his/her examinations. However, if a computer is not appropriate for all components (e.g., multiple choice questions), other special arrangements may need to be requested.
- 4.3.3 The Coordinator is responsible for ensuring that a candidate does not have access to stored information, or an unauthorized electronic device. An exception is normally made for candidates with severe dyslexia who may use a spellchecker during the written examinations, which must be authorized by IBCA (sen@ibo.org).
- 4.3.4 It is recommended that a student who is using a computer take the examination in a separate room, to avoid any distraction to other candidates.
- 4.3.5 The student's work should be printed at the earliest opportunity after the examination. The student should be present to verify and sign that the printed copy is a complete copy of his/her work produced during the examination.
- 4.3.6 The printed copy should be submitted for assessment, not a disk. The coordinator until after the issue of results should retain the disk.

Please refer to IB - *Candidates with Special Assessment Needs* handbook for more information regarding ITC.

4.4 Amanuenses

An amanuenses (scribe) is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of an amanuensis is permitted for all forms of assessment where a student is unable to provide a handwritten response or use a word processor.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.4 for more information regarding this area).

4.5 Readers

The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

(Refer to IB – *Candidates with Special Assessment Needs Handbook* - Section 4.5 - for more information regarding this area).

4.6 Communicators

A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip speaking, fingerspelling or sign language. A communicator may be used during examinations.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.6 for more information regarding this area).

4.7 Prompters

A prompter is someone who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.7 for more information regarding this area).

4.13 Extensions to Deadlines

This applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.

4.15 Exemptions from Assessment

Exemptions are not normally granted for any assessment component of the DP. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.15 for more information regarding this area).



北京 BISS 国际学校
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Shadow Assistant Job Description

What are the goals of a shadow assistant?

- To help the student adjust to the routines and expectations of school
- To support the student so that he/she feels comfortable and confident at school
- To support the student to communicate his needs, thoughts and feelings.
- To help the student develop independence and a sense of belonging at school
- To support the student to participate in lessons and learning activities

What is the role of a shadow assistant?

- To know the student's interests, personality, abilities and needs.
- To become a trusted, affectionate adult for the student.
- To observe carefully and recognize patterns in the students's behavior, emotions and participation.
- To know the class schedules, routines and rules for learning.
- To follow the instructions of the teacher, regarding when and how to support each lesson.
- To use strategies for preparing, calming, encouraging participation and promoting independence. (These will change to meet the specific needs of the student).
- To be flexible and responsive to the student's needs in different settings and situations.
- To meet weekly with the Homeroom and/or OLC teachers regarding successes, challenges, strategies and new observations.
- To ask questions, express concerns and seek help, as needed, in fulfilling your role and understanding the student's specific learning difficulty(ies).

Some daily duties of a shadow assistant:

- ES: Monitor the student before school (8.00 - 8.15am), to ensure he settles happily each day
- ES: Monitor student during transitions between each activity, lesson and break.

- SS: Monitor the student's transitions between classes and break.
- Monitor the student in the cafeteria & other places where there are many children and high noise. *Note: **Monitor** means observe (from a distance, so he feels a sense of independence) and help as soon as you see it is needed.
- Remind the student of routines, to help him follow the class or daily schedule.
- Prepare student for upcoming tasks so he/she can follow the routine. "Next we will pack up."
- Prepare student for changes in routines.
- Repeat the teacher's instructions and check for understanding of tasks.
- When instructed by the teacher, work alongside the student, encouraging him/her to start, continue and finish a task. Chat to the student in a quiet, calm voice. Give choices, "Blue or green?" Use short, simple instructions, "Open your book." Give immediate praise, "Good job."
- Additional strategies may be used based on the student's Psychological-Educational Assessment and specific educational needs.



北京 BISS 国际学校
Beijing BISS International School

BISS Secondary School

Counselling Services

Informed Consent to Perform a Psychological Evaluation

Welcome to BISS Elementary School. This form will provide information about our services and about your rights and responsibilities as a Parent. Please be sure to discuss any questions with your School Counsellor. Your signature on page 5 indicates that you understand the information and freely consent to your Child (Name) _____ participating in this assessment.

TESTING/ASSESSMENT

Through the use of a variety of standard psychological tests, we will attempt to answer the questions that have been raised by your Child's subject teachers. These questions generally concern cognitive and academic functioning, personality functioning, or coping styles. Throughout the assessment process you have the right to inquire about the nature or purpose of all procedures. You, as a Parent, also have the right to know the test results, interpretations, and recommendations.

The assessment process generally involves an informational interview followed by the administration of one or more educational and/or psychological tests. Although it is sometimes possible to complete the testing procedure in one sitting, it is common for children to be asked to return for another session to finish the assessment battery. Once testing is completed, the data will be analyzed and a report will be written. You will then have the opportunity to meet with the School Counsellor to discuss the results and receive a copy of the report.

TYPES OF EVALUATIONS

Full Psycho-Educational Evaluation. The purpose of this evaluation is to provide an in-depth study of the cognitive processes and personality functioning of an individual. This evaluation can also be used to diagnose emotional, behavioural, and learning conditions e.g. Gifted and Talented Learning, Attention, or Personality Screening. The purpose of this evaluation is to provide a brief assessment of cognitive, academic, or personality functioning that may be contributing to academic or behavioural problems. The results will indicate whether a more in-depth study is necessary.

Diagnostic Evaluation. The purpose of this evaluation is to diagnose behavioural or emotional disorders such as ADD or AD/HD.

Other _____

TYPES OF MEASURES

The type(s) of measures you/your child may receive include:

Cognitive Testing – to assess overall intellectual ability, as well as strengths and weaknesses in verbal comprehension, perceptual reasoning, working memory, and processing speed.

Memory Testing – to assess overall intellectual ability, as well as strengths and weaknesses in verbal comprehension, perceptual reasoning, working memory, and processing speed.

Achievement Testing – may be in the areas of word reading, phonics, reading comprehension, written language, math reasoning and calculations, and academic fluency. Measures of oral language may also be obtained.

Attention and Executive Functioning Testing – to assess attentional processes, along with any difficulties pertaining to initiation, sustained effort, emotional modulation, ability to monitor and self-correct, working memory, organization and planning.

Diagnostic Interview and Developmental History – to obtain information about the student outside of the testing situation, and to obtain a comprehensive history in order to make a more reliable diagnosis.

Behaviour Rating Scales and/or on-site behavioural observation at school in order to get a sample of behaviour which occurs outside the classroom setting.

Social Emotional Assessment (Projective Testing) – to obtain information of the individual pertaining to psychiatric diagnosis, interpersonal relationships, self-concept, etc.

Interviews with teachers, other family members, physicians, or other relevant individuals (Note: interviews will only be performed with written consent).

Other _____

FEEDBACK

The type(s) of feedback that a Parent/Legal Guardian will receive may include:

A comprehensive written report that provides findings for each measure, an integrative summary, and recommendations for treatment and/or other interventions.

A brief, written summary report (approximately one page) that provides an overview of findings and recommendations.

In-person, verbal feedback.

Other _____

RELEASE OF RECORDS

Written records are released only after a consent form is signed by the Parent/Legal Guardian.

INFORMED CONSENT

I understand that the information obtained in this evaluation is confidential and will not be released to any person or organization without my written permission. The only exceptions to this policy are rare situations in which BISS School is required by law to release information with or without my permission. These are: 1) if there is evidence of physical and/or sexual abuse of children; 2) if BISS School judge that your Child is in danger of self-harm or harming another individual; and 3) if my Child's records are subpoenaed by the court. In the rare event of any of these situations, BISS School would attempt to discuss our intentions with me before any action is taken, and BISS School would limit disclosure of confidential information to the minimum necessary to insure safety.

I understand that if the School Counsellor deems that additional or alternative testing be necessary, the School Counsellor will describe the reasons for this testing and will advise me of any additional procedures. I understand that I have the right to discontinue the evaluation process at any time. However, I understand that the School Counsellor may be unable to provide feedback of the test results if testing is terminated.

By my signature below, I acknowledge that I consent to my Child having a psychological evaluation by the BISS School Counsellor, that I have been informed of the policies regarding evaluations at BISS School and have read the consent form. I fully understand my rights and obligations as a Parent of my Child at BISS School and I freely agree to this psychological assessment.

Parent's Signature: _____ Print Name: _____ Date: _____

Child's Signature: _____ Print Name: _____ Date: _____

Counsellor's Signature: _____ Print Name: _____ Date: _____