Kuwait Bilingual School 2

Student Support and Inclusion Policy

2023 - 2024

KUWAIT BILINGUAL SCHOOL

Student Support and Inclusion Policy

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Student Support and Inclusion Policy

The State of Kuwait mandates that all schools accepting students with Inclusion have a separate license. At KBS, we have not received this license yet. Until such time as we receive this license, we are therefore unable by law to accept students who have a diagnosed learning and physical disability. However, there are students in our school who have mild learning disabilities, which have eitherbeen diagnosed since they joined the school or in some cases have not been officially diagnosed due to parents' unwillingness to accept our findings. Students in this categoryare in mainstream classes and are provided the necessary support.

Introduction
KBS2 School is dedicated to providing an inclusive educational environment. Recognizing the diverse needs of our student body, we are committed to ensuring that all students, regardless of their challenges, have equal access to our curriculum, which spans the PYP, MYP, and DP of the International Baccalaureate.

Our Philosophy
At KBS2 School, we believe in fostering an environment where students acquire knowledge and skills at varied paces. Our commitment to the IB's principles ensures that we address the diverse learning styles of our students, preparing them for a globalized world.

Our Mission

Our mission is to offer a plethora of educational programs, enhancing our students' skills, knowledge, and attitudes, ensuring they are equipped with values essential for the 21st century.

School Motto "Children of today, leaders of tomorrow."

Student Support Program and Inclusion
Kuwait Bilingual School's unwavering dedication to comprehensive education centers on the Student Support Program and Inclusion, designed to foster each student's development, welfare, and achievement. It is an ongoing journey, aiming to increase all students' access to and engagement in learning. This is achieved through collaboration, mutual respect, support, and problem-solving, in line with the IB's philosophy across PYP, MYP, and DP.

Student Support and Inclusion Program Goals
Our goal is to create an environment where all students feel valued and supported, regardless of their abilities or challenges, and to deliver top-tier programs to all students. We believe in the potential of every student and aim to ensure they have equal opportunities to thrive. Our programs, aligned with the PYP, MYP, and DP, support students in accessing the curriculum and foster their holistic development.

Program Structure
KBS2 is committed to an inclusive curriculum, ensuring students with special educational needs have the necessary support. Our focus is on integrating students into the least restrictive environment, allowing them to benefit from the comprehensive educational experiences of the PYP, MYP, and DP.

Assessment
All students are entitled to fair assessment conditions. Accommodations are provided to ensure that students can demonstrate their abilities without any disadvantage. These accommodations span across the PYP, MYP, and DP, ensuring a consistent approach to inclusive assessment.

Staff Development and Collaboration
Ongoing professional growth is of utmost importance at KBS2. Our educators undergo regular training to align with the IB's philosophy and the specific requirements of the PYP, MYP, and DP. Collaboration is at the heart of our approach, ensuring a cohesive educational experience for our students.

Student Support Program

"Empowering Excellence Through Compassionate Support: Our Mission for the Student Support Program"

Our mission is to offer steadfast support that goes beyond academic limits, establishing a nurturing environment that enables students to flourish emotionally, socially, and intellectually, by the inclusion requirements of the International Baccalaureate program. Additionally, we are committed to providing specialized assistance for gifted and talented students to help them excel even further.

We pledge to foster a culture of inclusivity and empathy, valuing the unique backgrounds, perspectives, and challenges each student brings. Through tailored assistance, open communication, and a network of resources, we aim to create a haven where students feel heard, understood, and empowered to pursue their dreams.

Guided by our mission, we aspire to:

1. **Promote Academic Excellence**: We believe in unlocking the full potential of every student by offering personalized academic guidance, mentoring, and tutoring. We aim to enhance their learning experiences, equipping them with the skills and confidence to excel in their studies.

2. **Cultivate Personal Growth**: Recognizing the importance of personal development, we are committed to nurturing resilience, self-awareness, and emotional intelligence. By providing counseling, workshops, and opportunities for self-discovery, we enable students to navigate challenges and embrace growth.

3. **Build Strong Communities**: We understand the significance of strong social connections in a student's journey. Our program encourages the formation of meaningful relationships through peer support groups, clubs, and collaborative activities, fostering a sense of belonging and camaraderie.

4. **Ensure Wellness and Mental Health**: Prioritizing mental and emotional well-being, we offer accessible mental health resources, counseling services, and stress management techniques. Our goal is to create an environment where students can prioritize self-care and seek assistance without stigma.

5. **Empower with Life Skills**: Beyond academics, we equip students with essential life skills such as time management, communication, and problem-solving. By imparting these skills, we prepare students to face real-world challenges with confidence.

6. **Celebrate Diversity**: Embracing the richness of diversity, our program cultivates an atmosphere of respect and understanding for all backgrounds and identities. We encourage dialogue, cultural exchange, and activities that promote

global awareness.

7. **Continuous Improvement**: Grounded in a commitment to excellence, we regularly assess and evolve our program to meet the evolving needs of our students. Feedback and collaboration play a central role in refining our services.

In partnership with our students, faculty, and staff, we envision a community where the Student Support Program is an integral part of the educational journey—a catalyst for growth, a beacon of support, and a testament to the transformative power of compassion and dedication.

Our unwavering vision focuses on robust and engaging learning experiences that prepare students for college, career, and life success.

The **philosophy** underpinning our student support program is rooted in the belief that every student possesses unique strengths and potential. We are committed to fostering an inclusive and nurturing environment that recognizes the diverse needs of our students. Our program is driven by the principles of equity, empathy, and empowerment, aiming to provide comprehensive support that not only addresses academic challenges but also promotes holistic personal growth. We firmly believe that by offering guidance, resources, and a supportive community, we can empower students to overcome obstacles, unlock their full potential, and thrive in their educational journey.

The Student Support Plan (SSP) serves the primary objective of guaranteeing the achievement of students facing challenges within a mainstream educational environment. It advances student success by formulating an intervention and support strategy, as well as implementing evidence-based teaching and behavior methods. The SSP operates as a structured approach for promptly recognizing students who may require supplementary assistance. Additionally, it establishes a mechanism for assessing progress and fostering cooperation to ensure that students receive the necessary support both within and beyond the school community, in line with the inclusion requirements of the International Baccalaureate program.

Early Identification
Review the student's cumulative student information. Students with academic, behavioral, social, and/or health concerns are identified within the first 4 weeks of the school year, or after enrolling in school, through early assessment of data reports.

Support
A team of teachers and specialists determine the best plan for students who may need additional support.

Assessment monitoring
The designated staff monitor interventions and their effect on student performance and make an action plan based on results.

Community Collaboration
The staff collaborates with administration, families, and outside agencies to build a system of support for all students as resources to build a climate that is inclusive of all students (social groups, afterschool supports, tutoring, mentoring, PBIS, etc.).

Student Support Plan and Student Support Team

The **Student Support Plan (SSP)** guarantees achievement for challenging students. The creation of an intervention/support plan and the adoption of educational and behavioral practices/procedures that are based on research both help students succeed. The SSP is a framework for recognizing pupils who might require additional support early on. Additionally, it is a system of collaboration, assessment, and monitoring to ensure that children receive the support they require inside and beyond the school community.

The **Student Success Team (SST)** is a team of specialists and administrators who work to make individualized, Tier 3 support decisions in a collaborative decision-making environment with parents/guardians as a part of that solution-focused process.

Student Support Plan (SSP)	**Student Success Team (SST)**
Who: teachers, administration, specialists, support staff, counselors, well-being coaches	**Who:** teachers, administration, special education representative, specialists, counselor, well-being coaches, any outside agencies working with the student, and parent/guardian
Students: can include multiple at a time; includes students with academic, behavioral, health and social/emotional concerns	**Students:** one student focused on at a time; includes students with academic, behavioral, health and social/emotional concerns who have already gone through steps 1-3 in the SSP process, or have had direct referral to the SST
How: students are identified, assessed and monitored by teacher and designated staff through interventions in steps 1-3 of the SSP process	**How:** students have been identified, documented, analyzed and monitored by teacher and designated staff through interventions in steps 1-3 of the SSP, or had direct referral to the SST and collaborate in a scheduled meeting with additional support staff and parents/guardians
When: SSP meetings can begin after 4 weeks of the student's enrollment, and then interventions are monitored in 3-6 week intervals	**When:** SSTs occur as scheduled meetings when all stakeholders can attend

Roles of the Stakeholders

a. Role of the Administrators

Administrators serve as the linchpin in aligning the institution's practices with IB's comprehensive inclusion guidelines, ensuring that all students, regardless of their backgrounds or abilities, have equitable access to an IB education. Administrators work diligently to formulate and implement inclusive policies that meet the IB's rigorous standards, encompassing diversity, equity, and accessibility. They facilitate professional development for teachers and staff to meet the unique needs of each student, maintaining a commitment to differentiation, accommodation, and tailored support. Administrators collaborate with teachers to integrate IB's inclusive principles into curriculum design and assessment practices, fostering an environment where all students can engage meaningfully with the IB program. Furthermore, they oversee regular assessments and progress monitoring, adjusting policies and support structures as required to uphold the high standards of IB's inclusion policy, and to continuously enhance the educational experience for all students.

b. Role of the Student Support Coordinator

The role of a Student Support Coordinator within a school's Student Support Program and Inclusive policy, in alignment with the International Baccalaureate (IB) Inclusion requirements, is multifaceted and pivotal to creating an inclusive and supportive educational environment. This coordinator plays a crucial role in fostering an inclusive culture that addresses the academic, behavioral, and well-being needs of all students.

Responsibilities include:

- Overseeing the implementation and review of the school's Student Support Program and Inclusion Policy.
- Collaborating with teachers, parents, and external agencies to ensure that students' needs are met.
- Organizing training sessions and workshops to keep the staff updated on the latest inclusion practices.
- Monitoring and evaluating the progress of students under the inclusion program.
- Ensuring that resources and tools necessary for the effective implementation of the inclusion program are available.

Firstly, academically, the Student Support Coordinator collaborates with teachers and administrators to identify and support students who may require additional assistance. This includes assessing individual learning needs, developing personalized learning plans, and ensuring access to appropriate resources and accommodations. The coordinator also works closely with teachers to implement differentiated instruction strategies that cater to diverse learning styles and abilities, ensuring that every student has the opportunity to succeed academically within the IB framework.

Secondly, regarding behavioral support, the coordinator is responsible for implementing and monitoring behavior intervention plans, promoting positive behavior support strategies, and facilitating restorative practices when conflicts arise. By fostering a safe and inclusive school environment, the coordinator helps students develop social-emotional skills, conflict-resolution techniques, and self-regulation strategies, all of which are essential for their personal and academic growth.

Thirdly, the Student Support Coordinator addresses the well-being of students. This includes identifying and addressing any physical or mental health concerns that may impact a student's ability to learn. They collaborate with counselors, nurses, and external support services to provide students with access to the necessary resources and support networks. Additionally, the coordinator advocates for a holistic approach to education that takes into consideration the emotional and psychological well-being of students, in line with the IB's commitment to nurturing the whole child.

The Student Support Coordinator's role is instrumental in promoting inclusivity and ensuring that every student, regardless of their individual needs or challenges, has the opportunity to thrive within the IB framework. They work collaboratively to provide academic, behavioral, and well-being support, fostering a school culture that celebrates diversity and empowers all students to reach their full potential.

c. Role of the School Counselors

Counselors are dedicated professionals who serve as the bridge between students' academic, emotional, and behavioral well-being.

In an inclusive educational setting, school counselors work collaboratively with teachers, parents, and administrators to identify, address, and accommodate the diverse needs of all students. They facilitate the development and implementation of individualized learning plans (ILPs) for students with diverse learning needs, ensuring that the principles of equity and inclusion are upheld. By providing counseling services, fostering social-emotional learning, and promoting a safe and inclusive school environment, counselors enable students to thrive academically, emotionally, and socially, in line with the IB's commitment to diverse and holistic education.

Moreover, school counselors in an IB inclusive policy context actively contribute to nurturing a school culture that values diversity and inclusivity. They organize workshops and training sessions for teachers and staff to enhance their awareness of inclusive teaching practices and the importance of differentiating instruction to cater to individual student needs. Additionally, counselors play a critical role in preventing and addressing behavioral concerns by collaborating with students, parents, and teachers to develop strategies that promote positive behavior and conflict-resolution skills. They create a safe space for students to express themselves and seek support when facing emotional or psychological challenges, fostering a sense of belonging and well-being that aligns seamlessly with the IB's holistic educational philosophy. In essence, school counselors serve as champions of inclusivity, guiding students toward academic success while ensuring their emotional and behavioral well-being within the context of an inclusive and globally-minded educational environment.

Counselors are integral members of the support team, contributing to the holistic development and well-being of students while upholding IB's commitment to inclusivity and a well-rounded education. Their expertise in addressing the social and emotional aspects of learning is essential for creating an inclusive and supportive educational environment.

d. Role of Well-Being Coaches

Well-being coaches provide tailored guidance and support to ensure the holistic well-being of all students. These dedicated professionals work to create an inclusive and nurturing environment where students of diverse backgrounds

and abilities can thrive. They offer emotional and social support, helping students build resilience, cope with stress, and develop essential life skills. Well-being coaches also collaborate with educators and administrators to identify and address individual student needs, ensuring that every learner has access to the resources and accommodations necessary for their success. In doing so, they contribute to the broader goal of fostering an inclusive educational ecosystem that values and prioritizes the physical, emotional, and psychological well-being of each student.

Responsibilities include:

1. Collaborating with students to assess their challenges, identify impediments, and develop a comprehensive plan to attain their objectives, in adherence with the IB Inclusion policy.
2. Delivering instruction on stress mitigation techniques to students, equipping them with tools applicable in both educational settings and domestic environments, aligning with the IB Inclusion guidelines.
3. Instructing children on the recognition of emotions and promoting constructive methods for their expression, in consonance with the principles of the IB Inclusion policy.
4. Providing educational programs to children, youth, and adults encompassing a range of subjects, including but not limited to bullying, cyberbullying, and strategies for positive engagement, aligning with the mandates of the IB Inclusion policy.
5. Offering support to educators and students, facilitating the acquisition of effective communication strategies to navigate diverse circumstances, in accordance with the precepts of the IB Inclusion policy.

e. Role of Teachers

Teachers are not only educators but also facilitators of diversity, equity, and accessibility within the classroom. Teachers engage in a dynamic process of differentiating instruction, employing various strategies and accommodations to meet the unique needs of each student, aligning with the IB's commitment to inclusive education. Additionally, they foster an inclusive and welcoming classroom environment that embraces diverse perspectives, ensuring that every student feels valued and respected. Teachers also collaborate with other professionals, administrators, and support staff to provide comprehensive support and advocate for students with specific needs. Their role extends to continuous professional development to enhance their ability to meet the standards set by the IB Inclusion policy, ultimately promoting a truly inclusive educational experience that empowers all students to excel and thrive.

f. Role of Parents

Parents act as essential partners in fostering an inclusive educational environment by actively engaging with educators and administrators to ensure their child's unique needs and abilities are understood and accommodated. Parents collaborate with the school community to uphold the principles of diversity, equity, and accessibility outlined in the IB Inclusion policy. They contribute by providing insights into their child's individual challenges and strengths, allowing for a more tailored support system. Additionally, parents actively participate in the educational journey by encouraging the development of self-awareness and self-advocacy skills in their children, in accordance with the IB's emphasis on holistic education. By working hand-in-hand with schools, parents are instrumental in creating an inclusive educational ecosystem that reflects the values and aspirations of the IB Inclusion policy.

Responsibilities include:

1. **Academic Monitoring:** Parents can monitor their children's academic performance, check their grades, and assess their progress.
2. **Fostering Interest in Learning:** They can encourage their children's love for learning by assisting them with homework, promoting reading, and engaging in cultural activities.
3. **Communication with the School:** Parents should maintain regular communication with the school to stay updated on their children's news and participate in school events.
4. **Creating a Suitable Study Environment at Home:** They can provide a conducive atmosphere for studying at home, such as creating a quiet and distraction-free space for studying.
5. **Problem-Solving Support:** When children face difficulties in school, parents can support them and help solve academic challenges.

Parents play a vital role in supporting students in terms of behavior, both at school and at home. Here are some ways they can support students in this regard:

1. **Promoting Values and Ethics:** Parents can promote good values and ethics at home, such as honesty, respect, and helpfulness, and encourage children to apply these values in their daily behavior.
2. **Monitoring and Guidance:** Parents can regularly monitor their children's behavior and provide guidance and advice when needed, explaining the possible consequences of negative behavior.
3. **Encouraging Social Interaction:** Parents can encourage positive social interaction, such as developing communication skills, teamwork, and mutual respect.
4. **Motivation and Reward:** They can motivate children by offering rewards and encouragement when they exhibit good behavior and show improvement in their conduct.
5. **Dealing with Challenges:** When facing behavioral challenges, parents can work with the school to address these challenges effectively and support children in overcoming them.
6. **Setting an Example:** By providing a good example of behavior and proper values at home, parents can be a role model for their children.

g. Role of Students

Students play a dynamic and integral role in the effectiveness of student support programs and the realization of inclusion policies, consistent with the rigorous stipulations set by the International Baccalaureate (IB). They are active agents in their own educational journey, encouraged to express their unique needs and learning preferences. This self-advocacy aligns with the IB's emphasis on student agency and engagement, fostering a culture of inclusivity where each student's voice is valued and heard. Furthermore, students are expected to embrace the principles of diversity, equity, and accessibility championed by the IB Inclusion policy, promoting a respectful and empathetic school environment where differences are celebrated. By actively participating in their own learning process and by respecting the diverse perspectives of their peers, students contribute significantly to the success of inclusive education as outlined by the IB, ensuring that every learner has the opportunity to thrive.

Implementation

***The implementation of this part of the policy is governed by the Ministry of Private Education.**

Access Arrangements and Accommodations

KBS2 ensures that students are equally provided with access arrangements for accommodations and modifications provided to students with specific learning needs to ensure they can fully participate in and access the IB program. These arrangements are designed to create an inclusive educational environment that allows all students, regardless of their challenges, to engage with the curriculum and assessments effectively. IB access arrangements may include:

1. Extended Time: Providing students with extra time to complete assessments, exams, or assignments to accommodate their specific needs, such as learning disabilities or attention difficulties.

2. Alternative Assessment Formats: Offering alternative formats for assessments, such as oral exams, scribes, or assistive technology, to address students' learning styles or challenges.

3. Small-Group Testing: Conduct assessments in smaller groups to reduce distractions and create a more comfortable testing environment for students who may struggle with test anxiety or sensory sensitivities.

4. Use of Assistive Technology: Allowing students to use assistive technology, such as screen readers or speech-to-text software, to facilitate reading, writing, or communication during assessments and coursework.

5. Large Print Materials: Offering assessments and learning materials in larger print for students with visual impairments.

7. Quiet or Sensory-Friendly Spaces: Designating quiet or sensory-friendly spaces for students who require a calm environment for focus and concentration.

8. Individualized Learning Plans (ILPs): Creating ILPs that outline specific accommodations and modifications tailored to each student's unique needs and learning challenges.

9. Specialist Support: Providing access to specialist educators or support staff who can work with students to address their learning needs and challenges.

10. Additional Time for Assignment Completion: Extending deadlines for assignments or projects to allow students more flexibility in their work.

11. Behavioral Supports: Implementing behavioral supports and strategies to address the needs of students with emotional or behavioral challenges.

12. Language Support: Offering language support services for students who are learning in a language other than their primary language.

It's important to note that IB access arrangements are intended to level the playing field for students with diverse learning profiles while maintaining the integrity of the program's assessments and standards. These arrangements are determined on an individual basis, taking into account the specific needs and documentation of each student, and are typically arranged through collaboration between the school, parents or guardians, and IB coordinators.

ILP/GLP (Individual Learning Plan/Group Learning Plan)

ILPs and GLPs are designed to address the specific needs of students, ensuring they align with international standards and practices:

- ILP: Tailored for individual students, it identifies specific areas of need and outlines strategies and resources to address these needs. Regular reviews ensure that the student's progress is monitored, and adjustments are made as necessary.
- GLP: Designed for groups of students with similar needs. It focuses on collaborative learning strategies and utilizes resources that benefit the group as a whole. Like the ILP, the GLP is reviewed regularly to ensure its effectiveness.

SEL Program

Character Strong can significantly enhance social-emotional learning (SEL) at Kuwait Bilingual School (KBS) by providing a structured framework and resources to nurture essential character traits and social-emotional skills among students and educators. Through its research-based curriculum, Character Strong fosters empathy, kindness, and respect, aligning with KBS's commitment to creating a nurturing and inclusive learning environment. By developing core SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, KBS students gain invaluable tools for personal growth and academic success. Moreover, the program helps reduce disciplinary issues, improve teacher-student relationships, and support teachers' well-being, ultimately contributing to a positive school culture where students feel safe, supported, and empowered to thrive academically and emotionally.

How to begin an SSP/Intervention

Inform all stakeholders: The SSP/Intervention cannot occur if not everyone on staff knows what an SSP/Intervention entails, the process for referring students, and the process for monitoring students for additional support.

a. Inform the staff what an SSP/Intervention entails, including its purpose
b. Review the SSP Flowchart to look at an SSP/intervention plan from start to finish
c. Review criteria for student referral (including frameworks for teachers as Tier 1 supports)

Documentation to Include

Data relating to the academic achievement of all students is confidential outside of the student's IEP.

The progress of students in this program will be monitored and documented. Moreover, documentation of all services

provided will also be used to revise IEPs.

Individual student needs should be considered when selecting resources to support the development of the Student Support Plan (SSP). The list below represents possible sources to provide background information/documentation to use in the development of an SSP. It is not intended to be comprehensive. Additional resources/documentation determined to be needed to support the SSP implementation may be needed. Examples are below:

- Student Profile
- Progress Report/Grades in Progress
- Report Card
- Test Scores
- MAP Test Score
- Previous ILP or SSP
- Discipline Record(s)
- Attendance Report
- Intervention Report
- Counseling Report
- Medical Data
- Previous SSP/SST documentation

Documentation and Confidentiality

KBS2 maintains strict confidentiality standards. All data related to students' academic achievements is kept confidential. Regular monitoring and documentation ensure that our programs remain effective and that our students' needs are continually met.

Kuwait Bilingual School Student Support Program Protocol

Effective Date:

1. Introduction

The Student Support Program at Kuwait Bilingual School is designed to provide comprehensive assistance to students, ensuring their academic success, personal growth, and overall well-being. This protocol outlines the procedures and guidelines to be followed by staff, faculty, and students to ensure the efficient functioning of the program.

2. Objectives

The primary objectives of the Student Support Program are:

- To provide academic guidance and support to students in need.
- To promote the emotional and social well-being of students.
- To create an inclusive and safe environment that fosters learning and personal development.
- To offer resources and services that address a wide range of student needs.

3. Services Offered

The Student Support Program encompasses the following services:

- Academic Support: Remedial, bridging, tutoring, study groups, summer schools, and subject-specific assistance for students requiring extra help with their studies.

- Counseling Services: Professional counseling for emotional and psychological well-being, stress management, and conflict resolution.

- Life Skills Workshops: Regular workshops focusing on time management, effective communication, problem-solving, and decision-making.

- Restorative Justice Circles: Opportunities for students to connect, share experiences, and provide mutual support in a safe and confidential setting.

- Resource Center: Access to a collection of resources including study materials, educational tools, and mental health information.

4. Referral Process

Students can access the Student Support Program through the following referral process:

- Faculty and staff can refer students they believe could benefit from the program using a referral form available in the school's administration office.

- Parents/guardians can also request support for their children by contacting the program coordinator.

- Students can self-refer by approaching the program coordinator or any trusted staff member.

5. Student Support Coordinator

The Student Support Program is overseen by the student support coordinator who is responsible for:

- Receiving and processing referrals.
- Coordinating academic support sessions and counseling appointments.
- Maintaining confidentiality and records of all interactions.
- Monitoring the progress and well-being of referred students.
- Communicating with all the stakeholders.

6. Confidentiality

All information shared during interactions with the Student Support Program, including counseling sessions, will be kept confidential except in cases where there is a risk of harm to the student or others, as mandated by law.

7. Reporting and Evaluation

The program coordinator will periodically assess the effectiveness of the Student Support Program through surveys, feedback sessions, and academic progress tracking. Based on the evaluation, necessary adjustments will be made to enhance the program's impact.

8. Communication

Regular communication about the Student Support Program will be maintained through:

- Toddle.
- Classroom presentations and orientations.
- Parent-teacher meetings.

9. Continuous Improvement

The Kuwait Bilingual School Student Support Program will continuously evolve based on feedback, changing needs, and best practices in student support.

By adhering to this protocol, we aim to create a supportive and nurturing environment where every student has the opportunity to thrive academically, socially, and emotionally.

Signature: Student Support Coordinator
Date

*Note: This protocol is a sample and should be adapted to the specific needs and policies of Kuwait Bilingual School.

Student Support Program Referral Procedure

Effective Date:

The referral procedure for the Student Support Program is designed to ensure a streamlined process for identifying and assisting students who may benefit from additional academic, emotional, or social support. This procedure outlines the steps to be followed by faculty, staff, parents/guardians, and students when referring a student to the program.

1. Referral Initiation

Referrals can be initiated by the following parties:

- Faculty and Staff: Any faculty or staff member who notices a student struggling academically, socially, or emotionally can initiate a referral.

- Parents/Guardians: Parents or guardians concerned about their child's well-being or academic performance can initiate a referral by contacting the program coordinator.

- Students: Students who feel they could benefit from the Student Support Program can also self-refer by approaching a teacher, counselor, or the program coordinator directly.

2. Referral Form Submission

The referral process begins with the completion of a referral form. The referral form can be obtained from the school's administration office or the program coordinator. Referral forms are also available on the school's website.

3. Information Required

The referral form should include the following information:

- Student's name, grade, and contact details.
- Referring party's name and contact information.
- Brief description of the reason for the referral (academic, emotional, or social concern).
- Any relevant background information or observations.

4. Submission of Referral Form

Referral forms should be submitted to the program coordinator:

- Via email: [Student Support Coordinator's Email Address]
- In-person: [Student Support Coordinator's Office Location]

5. Review and Assessment

Upon receiving the referral form, the program coordinator will review the information provided and assess the appropriate course of action. This may involve consulting with relevant faculty, staff, and counselors to gather additional insights.

6. Contact and Consent

If deemed necessary, the program coordinator will contact the referred student, discussing the Student Support Program's services and obtaining their consent to participate. For students under 18, parental/guardian consent will also be sought.

7. Support Plan Development

Based on the assessment, the program coordinator will develop an individualized support plan tailored to the student's needs. This plan may involve academic tutoring, counseling sessions, workshops, or other relevant interventions.

8. Implementation of Support Plan

The support plan will be put into action, with sessions, workshops, or activities scheduled as needed. Progress will be monitored closely, and adjustments to the plan may be made based on the student's response.

9. Periodic Review

The program coordinator will periodically review the student's progress and evaluate the effectiveness of the support plan. Feedback from the student, parents/guardians, and referring parties will inform any necessary modifications.

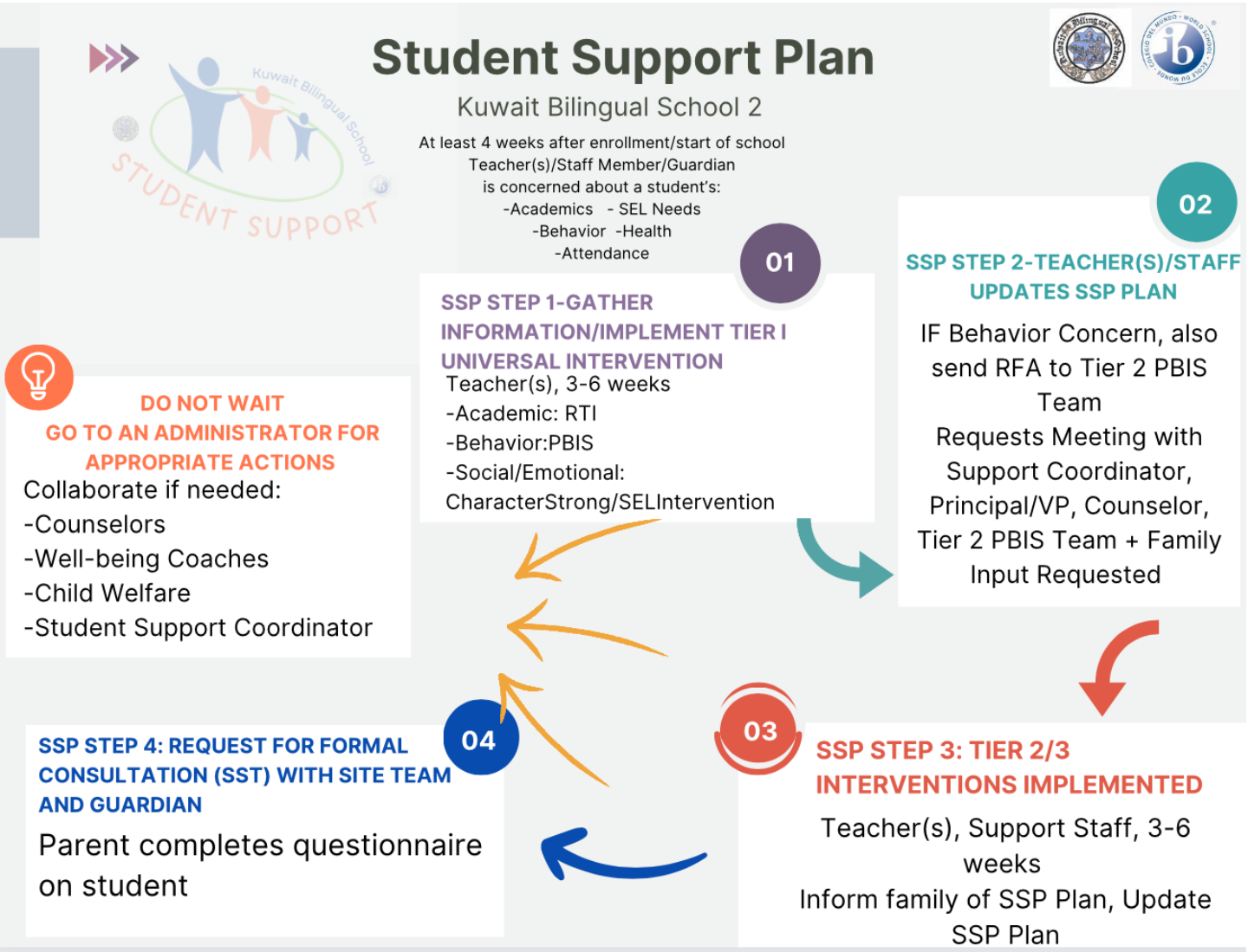
10. Completion and Follow-Up

Once the student's progress indicates that the support objectives have been met, the support plan will be concluded. However, ongoing follow-up and communication with the student, parents/guardians, and referring parties will continue to ensure sustained success.

By following this referral procedure, we ensure that students receive the timely and appropriate support they need to excel academically, emotionally, and socially.

Signature: Student Support Coordinator
Date

*Note: This referral procedure is a sample and should be adapted to the specific needs and policies of your educational institution.



SSP Steps in Detail

The Student Support Plan is based on a tiered intervention system model with increasing levels of support.

STEP 1: Gather Information/Implement Tier I Universal Intervention

The teacher determines if a student is at risk of not making standards due to lack of academic progress, behavior, attendance, speech and language, health issues, or other concerns. This will take place after four weeks of the beginning of the school year or student enrollment.

Actions:

- Teacher gathers information from student records and consults/collaborates with previous teachers
- Teacher expresses initial concerns to parent/guardian
- Teacher begins documentation on SSP
- Teacher implements Tier 1 interventions with fidelity and consistency for 3-6 weeks

- Teacher continues interventions if successful
- Teacher moves to Step 2 if intervention is unsuccessful

STEP 2: Collaborate with Staff

Actions:

- Teacher collaborates with appropriate staff
- Tier 1 Interventions are continued
- Tier 2 Interventions are introduced and documented on the SSP form
- Teacher contacts parent/guardian to discuss intervention
- Teacher adjusts intervention plan based on parent contact and staff collaboration
- Principal/Assistant Principal is involved and signs SSP
- Teacher implements interventions with fidelity and consistency for 3-6 weeks
- Teacher continues interventions if successful
- Teacher moves to Step 3 if intervention is unsuccessful and additional support is needed

STEP 3: Collaborate with Staff/Guardian Conference

Actions:

- Administrator references Tiered Intervention Documentation, send Request for Assistance (RFA, PBIS) if needed
- Teacher collaborates with the Student Support Coordinator and schedules parent/guardian conferences.
- Tier 1 Interventions are continued
- Tier 2 Interventions are implemented.
- Tier 3 Interventions may be introduced and the teacher documents new interventions on the SSP form
- Parent/guardian signs SSP
- The teacher implements interventions with fidelity and consistency for 3-6 weeks.
- Specialists schedule follow-up meeting
- Teacher continues intervention if successful
- Teacher moves to Step 4 if intervention is unsuccessful and additional support is needed

STEP 4: Request for Formal Consultation (SST) with Site Team and Guardian

Actions:

- Fill out the Referrals to Interventions form for consultation and

send the request to the Students Support Coordinator

- Additional interventions may be implemented.
- The site team may determine to continue monitoring the student's progress.
- Assessment for Special Education placement may be discussed
- The SST may recommend the student be referred to (High School Only)
- The SST may recommend students be retained and start the retention process.

Kuwait Bilingual School
Student Support and Intervention Program Referral Form

Date:

Student Information:

Full Name: _____
Grade/Class: _____
Student ID Number: _____
Contact Information (Phone/Email): _____

Referring Party Information:

Full Name: _____
Role/Position: _____
Contact Information (Phone/Email): _____

Reason for Referral:

[ ] Academic Concerns (Specify): _____
[ ] Emotional/Behavioral Concerns (Specify): _____
[ ] Social Concerns (Specify): _____

Brief Description of Concern or Observations:

[Please provide a concise overview of the reason for referral, including any relevant background information or observations.]

_____
_____
_____

Additional Information:

[Please include any relevant details, observations, or incidents that might assist in understanding the student's situation.]

_____
_____
_____

Consent:

I confirm that I have obtained consent from the student (if over 18 years old) or from the parent/guardian (if under 18 years old) to refer them to the Kuwait Bilingual School Student Support Program.

[ ] Student Consent Obtained
[ ] Parent/Guardian Consent Obtained

Signature: _____ Date: _____

Student Support Coordinator's Note:

_____
_____
_____

Action Taken:

[ ] Contacted Student
[ ] Contacted Parent/Guardian
[ ] Assessment Conducted
[ ] Support Plan Developed
[ ] Support Plan Implemented
[ ] Progress Monitored

Signature: _____ Date: _____

Follow-Up:

[ ] Follow-up Session Scheduled
[ ] Support Plan Completed

Signature: _____ Date: _____

Thank you for your referral. We are committed to providing the best possible support for our students' success and well-being.

For Student Support Coordinator Use Only:

Referral Status:

[ ] Accepted
[ ] Declined

Outcome/Recommendations:

_____
_____
_____

Signature: _____ Date: _____

*Note: This referral form is a sample and should be adapted to the specific needs and policies of Kuwait Bilingual School.

Student Support Referral Checklist: Academic Concerns

When referring a student to the Student Support Program due to academic concerns, use this checklist to ensure that all relevant information is included in the referral form:

Student Information:

Full Name of the Student: _____
Grade/Class of the Student: _____
Student ID Number: _____
Contact Information (Phone/Email) of the Student: _____

Referring Party Information:

Full Name of the Referring Party: _____
Role/Position of the Referring Party: _____
Contact Information (Phone/Email) of the Referring Party: _____

Academic Concerns:

[ ] Declining Grades: Indicate if there has been a noticeable drop in the student's grades over a specific period.
[ ] Struggling with Specific Subjects: Identify if the student is having difficulty in particular subjects.
[ ] Incomplete Assignments: Note if the student consistently fails to complete assignments on time.
[ ] Lack of Participation: Mention if the student is hesitant to participate in class discussions or activities.
[ ] Difficulty Concentrating: Indicate if the student appears to have trouble focusing during lessons.
[ ] Poor Test Performance: Describe any issues related to poor test scores or exam performance.
[ ] Lack of Study Skills: Highlight if the student seems to lack effective study techniques or time management skills.
[ ] Falling Behind in Curriculum: Note if the student is struggling to keep up with the curriculum.
[ ] Low Confidence or Self-Esteem: Mention if academic struggles are affecting the student's confidence.
[ ] Differently-Abled Student Needs: Specify if the student has any known learning disabilities or special needs that may contribute to academic challenges.

Brief Description of Academic Concerns:

[ ] Provide a brief but clear overview of the specific academic challenges the student is facing.

Additional Information:

[ ] Include any relevant details, observations, or incidents that might assist in understanding the student's academic situation.

Consent:

[ ] Confirm that you have obtained consent from the student (if over 18 years old) or from the parent/guardian (if under 18 years old) to refer them to the Student Support Program.

Signature: _____ Date: _____

Student Support Coordinator's Note:

[ ] Record any initial observations, plans, or thoughts regarding the student's academic concerns.

Action Taken:

[ ] Indicate any initial actions taken, such as contacting the student, assessing the situation, or developing a support plan.

Signature: _____ Date: _____

By using this checklist, you can ensure that all relevant academic concerns are accurately documented and communicated to the Student Support Program for appropriate intervention and assistance.

Student Support Program Referral Form for Gifted or Talented Students

School Name: _____
Date of Referral: _____
Referring Teacher/Staff Member: _____

Student Information:

Full Name of the Student: _____
Grade/Class of the Student: _____
Student ID Number: _____
Contact Information (Phone/Email) of the Student: _____

Reason for Referral:

- [ ] Exceptional Academic Achievement (e.g., high grades, test scores)
- [ ] Demonstrated Talent or Aptitude in a Specific Area (e.g., music, art, mathematics)
- [ ] Exceptional Creativity or Problem-Solving Skills
- [ ] Advanced Vocabulary and Language Skills
- [ ] Early Reading or Math Skills
- [ ] Exceptional Memory or Rapid Learning
- [ ] Outstanding Leadership Abilities
- [ ] Participation in Enrichment or Advanced Programs
- [ ] Parent/Guardian Request for Additional Support
- [ ] Teacher/Staff Recommendation Based on Observation
- [ ] Other (Specify): _____

Teacher Observations:

- [ ] Consistently excels in the classroom.
- [ ] Demonstrates a deep interest or passion in specific subjects/topics.
- [ ] Exhibits a high degree of curiosity and inquiry.
- [ ] Consistently seeks out and enjoys challenging tasks.
- [ ] Shows advanced problem-solving or critical thinking skills.
- [ ] Demonstrates leadership skills in group activities.
- [ ] Regularly participates in extracurricular activities related to their talents.
- [ ] Other (Specify): _____

Parent/Guardian Input (if available):

- [ ] Parent/Guardian interview conducted.
- [ ] Parent/Guardian observations shared.
- [ ] Parent/Guardian concerns or insights noted.

Standardized Test Scores (if available):

- [ ] IQ Test Results (e.g., WISC, Stanford-Binet)
- [ ] Achievement Test Scores (e.g., MAP, SAT, ACT)

- [ ] Other Test Scores (Specify): _____

Additional Assessments (if available):

- [ ] Portfolio of Student Work
- [ ] Teacher or Parent Checklist of Characteristics
- [ ] Behavioral Observations
- [ ] Interviews with the Student
- [ ] Observations by Specialists (e.g., school psychologist, gifted education specialist)
- [ ] Other (Specify): _____

Support Needs:

- [ ] Enrichment within the Regular Classroom
- [ ] Advanced Curriculum or Subject Acceleration
- [ ] Specialized Classes or Programs for Gifted/Talented Students
- [ ] Individualized Learning Plans
- [ ] Mentoring by Teachers or Professionals
- [ ] Counseling or Social-Emotional Support
- [ ] Access to Extracurricular Activities and Competitions
- [ ] Other (Specify): _____

Recommendation:

- [ ] Refer for Formal Gifted and Talented Assessment.
- [ ] Develop an Individualized Education Plan (IEP) or Personalized Learning Plan (PLP).
- [ ] Provide Classroom Differentiation and Enrichment.
- [ ] Consult with Gifted Education Specialist.
- [ ] Continue Monitoring and Review (Specify timeline): _____
- [ ] No Further Action Required (Provide rationale): _____

Additional Comments/Notes: [Include any additional information or comments that may be relevant to the referral.]

_____

Signature:

Referring Teacher/Staff Member:
Date:

This checklist can serve as a starting point for your Student Support Program referral form for gifted or talented students. Ensure that the form is adapted to align with your school's policies, procedures, and criteria for identifying and supporting gifted and talented students effectively. Collaboration between teachers, parents, specialists, and administrators is key to providing appropriate support and enrichment opportunities for these students.

Student Support Referral Checklist: Behavioral Concerns

When referring a student to the Student Support Program due to behavioral concerns, use this checklist to ensure that all relevant information is included in the referral form:

Student Information:

Full Name of the Student: _____
Grade/Class of the Student: _____
Student ID Number: _____
Contact Information (Phone/Email) of the Student: _____

Referring Party Information:

Full Name of the Referring Party: _____
Role/Position of the Referring Party: _____
Contact Information (Phone/Email) of the Referring Party: _____

Behavioral Concerns:

[ ] Disruptive Behavior: Indicate if the student frequently interrupts class, engages in attention-seeking behavior, or causes distractions.
[ ] Aggressive Behavior: Note any incidents of physical or verbal aggression towards peers, teachers, or staff.
[ ] Defiance or Disrespect: Mention if the student displays a disrespectful attitude towards authority figures or peers.
[ ] Withdrawal: Specify if the student isolates themselves from social interactions, activities, or discussions.
[ ] Attendance Issues: Highlight any irregular attendance patterns, frequent tardiness, or unexcused absences.
[ ] Bullying or Harassment: Indicate if the student is involved in bullying, harassment, or intimidating behavior towards others.
[ ] Substance Abuse: Note any suspected substance abuse or involvement with drugs or alcohol.
[ ] Emotional Outbursts: Describe instances where the student experiences sudden and intense emotional outbursts.
[ ] Self-Harm or Risky Behavior: Highlight any indications of self-harm, risky behaviors, or signs of emotional distress.
[ ] Impulsivity: Indicate if the student struggles with controlling impulsive actions or decisions.
[ ] Excessive Talking or Disruptive Behavior: Note if the student consistently talks out of turn or engages in behaviors that disrupt the learning environment.

Brief Description of Behavioral Concerns:

[ ] Provide a brief but clear overview of the specific behavioral challenges the student is exhibiting.

Additional Information:

[ ] Include any relevant details, observations, or incidents that might assist in understanding the student's behavioral situation.

Consent:

[ ] Confirm that you have obtained consent from the student (if over 18 years old) or from the parent/guardian (if under 18 years old) to refer them to the Student Support Program.

Signature: _____ Date: _____

Student Support Coordinator's Note:

[ ] Record any initial observations, plans, or thoughts regarding the student's behavioral concerns.

Action Taken:

[ ] Indicate any initial actions taken, such as contacting the student, assessing the situation, or developing a support plan.

Signature: _____ Date: _____

By using this checklist, you can ensure that all relevant behavioral concerns are accurately documented and communicated to the Student Support Program for appropriate intervention and assistance.

Student Support Referral Checklist: Differently Abled Student Concerns

When referring a student to the Student Support Program due to special needs concerns, use this checklist to ensure that all relevant information is included in the referral form:

Student Information:

Full Name of the Student: _____
Grade/Class of the Student: _____
Student ID Number: _____
Contact Information (Phone/Email) of the Student: _____

Referring Party Information:

Full Name of the Referring Party: _____
Role/Position of the Referring Party: _____
Contact Information (Phone/Email) of the Referring Party: _____

Differently Abled Student Concerns:

[ ] Can acquire, store, process, or produce information, which can result in difficulties with reading, writing, math, or other academic skills
[ ] Limitations in intellectual functioning and adaptive behavior, often manifesting as difficulties in learning, reasoning, problem-solving, and everyday life skills.
[ ] Has challenges in social interaction, communication difficulties, repetitive behaviors or interests, and a range of sensitivities to sensory stimuli.
[ ] Limitations or impairments in mobility, coordination, muscle strength, or physical endurance, may affect a person's ability to move, perform daily activities, or engage in physical tasks.
[ ] Sensory Processing Issues: Mention if the student has sensory sensitivities or sensory processing challenges.
[ ] Difficulties in speech, language, and communication, including issues with articulation, fluency (such as stuttering), vocabulary development, understanding and using language, as well as challenges in social communication and interaction.
[ ] Frequent and severe emotional outbursts, difficulty in managing emotions, problems with social relationships, impulsive or aggressive behavior, defiance of authority figures, and persistent academic and behavioral challenges in various settings.
[ ] Medical Conditions: Highlight any medical conditions that require accommodations or support during school hours.
[ ] Assistive Technology Needs: Indicate if the student requires assistive technology for learning and communication.

Brief Description of Differently Abled Student Concerns:

[ ] Provide a brief but clear overview of the specific special needs challenges the student is facing.

Accommodations and Support Needed:

[ ] Describe any accommodations, modifications, or support services the student requires to access the curriculum and participate fully.

Additional Information:

[ ] Include any relevant details about the student's strengths, preferences, and strategies that have been effective in supporting their special needs.

Consent:

[ ] Confirm that you have obtained consent from the student (if over 18 years old) or from the parent/guardian (if under 18 years old) to refer them to the Student Support Program.

Signature: _____ Date: _____

Student Support Coordinator's Note:

[ ] Record any initial observations, plans, or thoughts regarding the student's special needs concerns.

Action Taken:

[ ] Indicate any initial actions taken, such as contacting the student, assessing the situation, or developing a support plan.

Signature: _____ Date: _____

By using this checklist, you can ensure that all relevant special needs concerns are accurately documented and communicated to the Student Support Program for appropriate intervention and assistance.

Secondary Academic Intervention Resources

Secondary Student Management Reminders:

- *Review 1:1 on organizational skills: planning, agendas, calendar, note-taking, etc.*
- *Backpack organization*

English

- Flocabulary
- ReadTheory
- CommonLit
- Newsela
- NoRedInk
- Quill

ELD

- Imagine Learning
- ReadTheory
- Newsela

Math

- IXL
- Khan Academy
- CK-12

Social Studies

- Crash Course Youtube- Crash Course Site
- Mr. Bett's Class
- Flocabulary- Social Studies
- iCivics
- History Oversimplified
- Hip Hughes History

Science

- CK-12
- Phet Interactive Simulations
- Crash Course Site

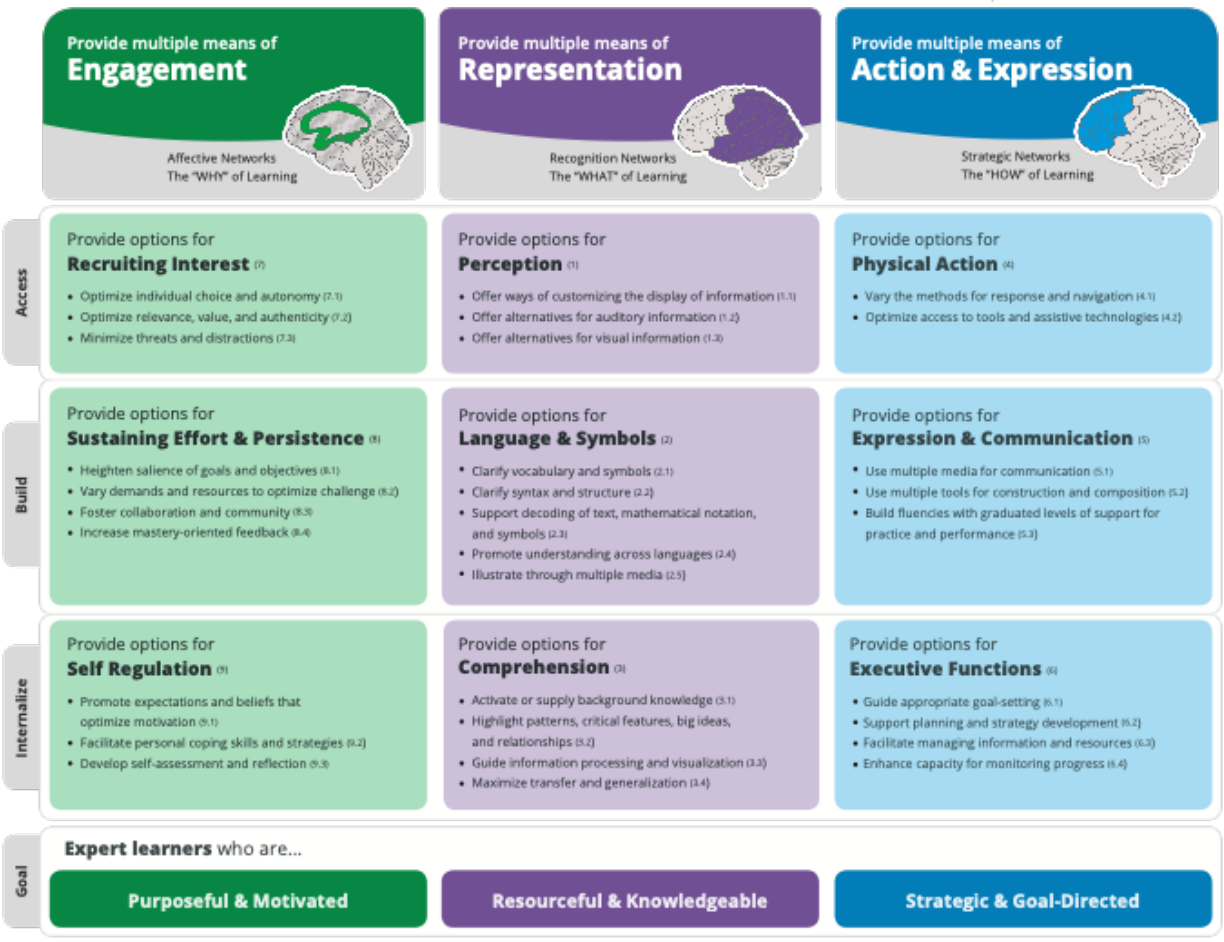
Physical Education

- Open Phys Ed
- Fitness for Life
- YouTube - videos/TedTalks on health, sports, nutrition, and exercise

SSP Interventions, Tier 1, Teacher Actions

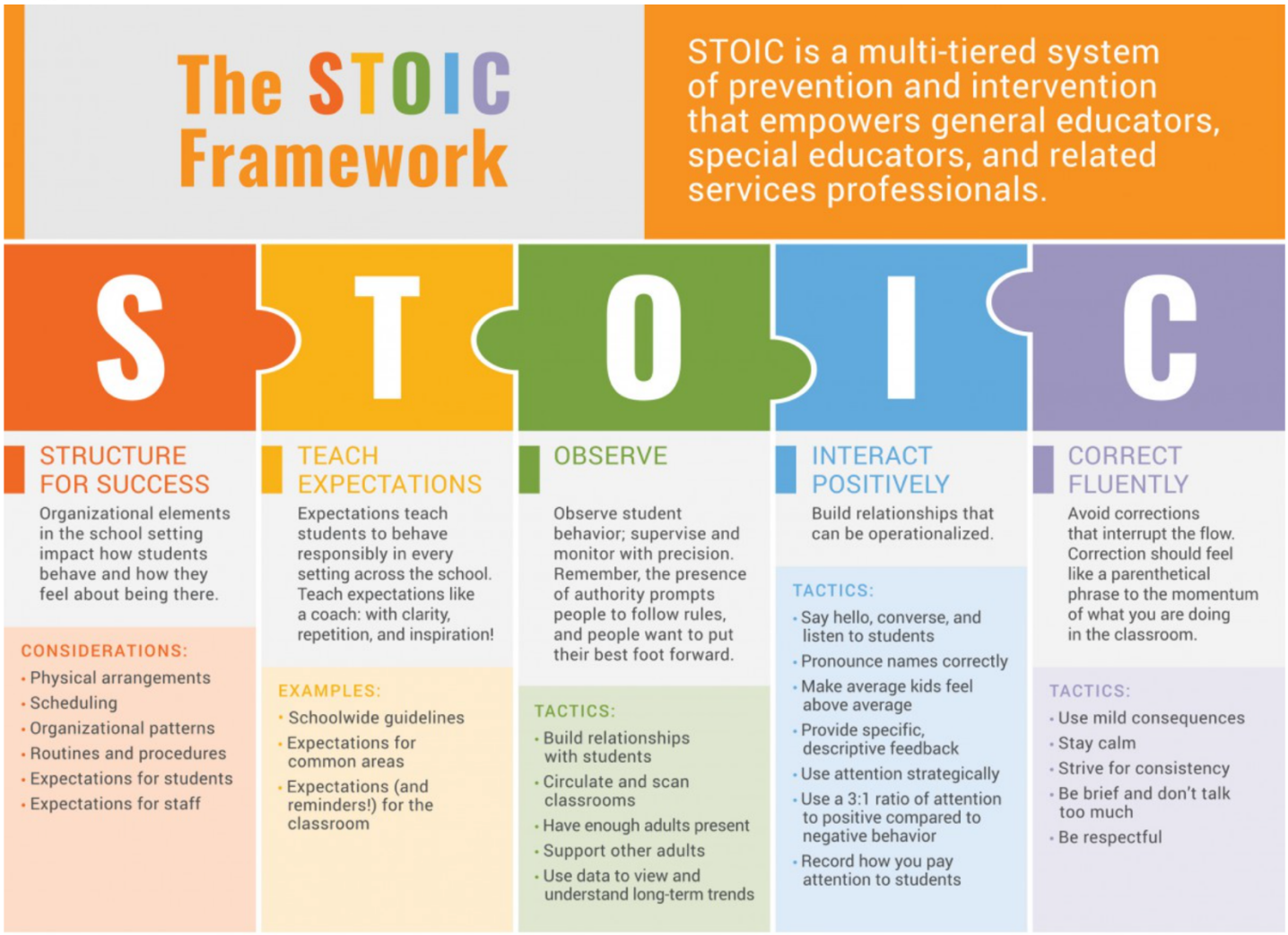
Tier 1, Academic Interventions, UDL Frame

- Provide multiple means of engagement
  - Provide options for self-regulation
  - Provide options for sustaining effort and persistence
  - Provide options for recruiting interest
- Provide multiple means of representation
  - Provide options for comprehension
  - Provide options for language, mathematical expressions, and symbols
  - Provide options for perception
  - Provide multiple means of action and expression
  - Provide options for executive functions
  - Provide options for expression and communication
  - Provide options for physical action



Tier 1 Behavioral Interventions, STOIC Frame

Structure • The daily schedule is posted and reviewed each day by teacher • PBIS Classroom procedures and/or CHAMPS for activities and procedures are posted and implemented by teacher • Community Circles are a part of the daily/weekly schedule • Teacher practices mindfulness throughout the day with students • Teacher uses brain breaks throughout the day with students • There is a Peace Center or Calming Area available in the classroom • Students have a class chant or "micro-affirmation" • Teacher incorporates physical/movement activities into academic blocks • Teacher assigns class jobs that build confidence and self-esteem
Teach • Procedures are taught and/or reviewed daily/weekly by the teacher • Expectations are taught by a teacher • Teacher teaches brain literacy to students • Students set goals in reading, writing, math, and social-emotional skills • Self-regulation strategies and coping skills are taught throughout the day by teacher • Teacher uses Second Step to address whole-class social-emotional learning (SEL) needs
Interactions • Teacher greets each student by name, every morning or period. • Teacher makes positive phone calls, texts, notes, or Remind messages home on a weekly basis • The teacher remains calm and emotionally available to connect with students • Teacher gives students choice/options of tasks to increase sense of control and engagement
Correct Fluently • The teacher gives specific praise and detailed feedback to students. • Teacher gives more positive than corrective interactions (3:1) • Teacher uses restorative questions to help solve conflicts among students



Tier 1 Behavioral Interventions, PBIS Frame

Breaks

- Break, moving position in class
- Have students take frequent breaks or activity
- Send student on an errand
- Snack break
- Take a break

Consequences

- Avoid power struggles
- Call a parent or note home
- Clear, consistent, and predictable consequences
- Have a student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral

- Reflection sheet
- Speak in a calm and neutral tone
- Take away privileges
- Take away unstructured or free time

Praise

- The Praise Game
- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well-behaved
- Praise when good attitude and involvement occur
- Praise when on task

Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call a parent or positive note home

Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Break down assignment
- Clear and concise directions
- Count to 10
- Daily planner
- Deep breathing
- Draw a picture or write in a journal
- Encourage interaction with a more self-confident student

- Explain assignment
- Explain directions
- Frequent eye contact
- Frequent home contact
- Give choices
- Have the student repeat directions back
- Headphones
- Help students start an assignment
- workspace
- Listen to music
- Model appropriate language
- More structured routine
- Nonverbal
- Organize materials daily
- Provide a container for the student's belongings
- Reassurance

- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules
- Speak in a calm and neutral tone
- Speak with student in the hallway
- Stand while working
- Start Commands
- Stop, Walk, Talk
- Stress ball or fidget
- Talk on-one with student
- Talk Ticket
- Teach conflict-resolution skills
- Teach coping skills
- Teach organizational skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Teach substitute words
- Touch the student on the shoulder
- Use seating disk
- Use timer
- VELCRO® brand hook and loop fasteners on/under the desk
- Visual schedule

SSP Interventions, Tier 2, Teacher/Counselor/Other Actions

Tier 2, Academic Interventions

- Alternatives for auditory and visual information
- Assistive technology
- Auditory or visual cues
- Chunking information
- Color-Coded Materials
- Connecting to prior knowledge
- Daily planner
- Edgenuity
- Extended time
- Goal-setting
- Large-print resources
- Minimized visual distractions
- Organizational tools
- Peer tutoring
- Scaffolding
- Small group instruction

- Small Group Interventions
- Study Skills Groups
- Study Skills Plans
- Tutoring
- Vary methods for response/demonstration
- Visual supports
- Written instructions (simplify steps)

Tier 2, Behavioral/Social-Emotional Interventions

- Alternatives To Suspension
- Behavior Contract
- Structured Breaks
- Check In Check Out (CICO)
- Classroom Management Support
- Conflict Mediation
- Daily Behavior Form
- Forced Choice Reinforcement Survey
- Group Counseling
- Individual & Visual Schedules
- Mentoring
- Non-verbal cues
- Organizational Tools
- Response To Intervention (RTI)
- Restorative Circles
- Reward System
- Second Step lessons
- Self Monitoring
- SEL Groups
- Sensory Tools
- Social Stories
- Teach Conflict Resolution Skills, Teach Coping Skills, Teach Relationship