

Student / Parent Handbook

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Principal's Message

We warmly welcome you to Saint Clare School for Special Education. The Handbook has been written for all parents/guardians and students.

The school will provide a holistic learning environment and will facilitate communication and interaction between teachers, students, and parents. A common thread throughout our school is the strong teaching staff and support personnel. We are very fortunate to have an incredible group of teachers and therapists who work collaboratively to ensure we meet the needs of all our students.

Children are the priority at Saint Clare School. Student achievement is our primary goal, which is met through various teaching strategies tailored to meet the individual needs of our students.

This document has been prepared as a guide for the parents and students to become acquainted with the policies and procedures to be followed during the ensuing school year.

In case of doubt, please feel free to contact the Principal, Vice – Principal, Teachers, or administrative staff through telephone, email, and school communication log.

We will do our best to address your concerns.

Regards,



Principal

1 **Mission, Philosophy, Vision and Values**

Our Mission

The mission of Saint Clare School for Special Education is to educate children with learning differences, and to provide an educational process that enables students with disabilities to become contributing members of their respective communities.

Saint Clare helps children discover and enhance their natural talents, while identifying specific academic needs and implementing strategies to address and prepare them for responsible independence, an appreciation for life-long learning and participation in school, family and community.

Learning differences include traditional and non-traditional learning styles, learning disabilities, autism spectrum disorder, attention deficit disorders (ADD), attention deficit hyperactivity disorder (ADHD), language processing differences, dyslexia, down syndrome, global delay and other learning challenges.

Our Philosophy

Saint Clare School embraces a child-centered philosophy that recognizes the learning potential of each of our students. We value each student as an individual with a unique pattern of strengths, weaknesses and learning styles.

Our educational program is personalized in both content and approach to support students' growth in becoming competent learners and resilient individuals.

Our Vision

Give equal opportunities to individuals to be independent, and for them to be integrated into society according to their fullest potential.

Develop a community that recognizes, supports, respects, and values individual differences.

Our Values

- . Development of the whole child, supporting academic, social, and emotional growth
- . Honesty, integrity, and constancy of purpose
- . Our work is a vocation that makes a difference in the lives of people with disability
- . Professionalism in communication and conduct
- . Respecting the individuality of the people we serve, and responding to their needs with flexibility
- . A culture which holds the dignity of each individual with the highest regard

2 **Curriculum Overview**

Our Aim

Saint Clare School provides special education services for individuals with disabilities. We provide customized educational programs aimed at developing the potential of students and helping them to be independent, self-supporting, and contributing members of the society.

Purpose

At Saint Clare our curriculum is designed to ensure that students with disabilities are provided with a safe environment that allows the students to be educated effectively. We also provide a comprehensive screening by a multi-disciplinary team consisting of (special education teachers, therapists, principal, and vice principal, and external service providers) and the development of an annual **INDIVIDUALISED EDUCATION PLAN (IEP)** for each student, outlining academic goals, behavioural goals, services needed and methods of evaluation. The student's parents must consent to initial screening and must be invited to participate in all phases of the process.

Description

For a child to qualify for special education, a child must be diagnosed as having a disability and the disability must be found "adversely affect educational performance" so as to require special education services.

After the specific disability has been identified, an IEP is developed by the school with the input from the parents. The IEP development team is multidisciplinary and includes the special education teacher, teacher assistants, the therapists, the parents, the school vice principal and the principal.

The IEP is comprehensive and includes the following, current performance, educational goals and objectives, both long term and short terms goals, and progress of the child on an ongoing basis.

3 Curriculum Framework

Saint Clare School for Special Education adopts **The Functional Academic Curriculum for Exceptional Students (FACES)** and **Life Centered Career Education (LCCE)**. The school serves students with mild to moderate disabilities from kindergarten through young adulthood. We utilize a Functional Academic Curriculum for Exceptional Students (FACES) and the Life Centered Career Curriculum (LCCE).

The key components of the Functional Academic Curriculum for Exceptional Students include

- Emphasis on the development of critical functional academic and life skills through a collaborative team based approach
- The need for each child and young adult to develop the academic and functional life skills necessary for adult life and to experience social interactions and relationships with peers in educational and community environments.
- Daily instruction focuses on communication, socialization, daily living skills, leisure skills, motor development, speech and language, community-based instruction, vocational training/instruction, behaviour management.
- To prepare our students to become participating members of their communities. Through individualized instruction, our students work towards individual goals that will enable them to maximize their potential.

Functional Academics

These skills are related to academics that also have direct application in one's life. The program focuses on the acquisition of academic skills that are functional in terms of independent living. Core curriculum material is modified to meet the cognitive levels of the students within the special education classroom. Many academic areas require the development of prerequisite skills, including fine motor development, cognitive skills and pre-operational activities.

The seven curricular domains are:

1. Functional Academics:
 - Literacy
 - Mathematics
 - Information Technology
 - Communication
2. Personal – Social
 - Self- Management
 - Social Emotional Development
 - Life Skills
 - Daily Living
 - Independent Skills
3. Career- Vocational
 - Vocational Exposure and Experience
 - Hard Skills: Office, Food and Beverage and Retail
 - Soft Skills: Social Emotional Competence
4. Recreation and Leisure /PE:
 - Physical Education
 - Art and Craft
 - Music
5. Therapy Services (Optional)
 - Speech and Language Therapy
 - Occupational Therapy
6. Recreation, Leisure
 - These skills are related to pursuing hobbies, interests, sports activities, or other appropriate activities undertaken in free time. They may include activities done alone or with others.

The and **Life Centered Career Education (LCCE)** LCCE will complement the existing curriculum the school offers in the domain of Personal-Social in the areas of Life Skills and Daily Living.

Assess

- To establish present levels of student competency
- To determine IEP (Individual Education Program) goals and objectives
- To guide program planning and instructional content
- To measure student progress towards a set of standards

Instruct

- With a systematic, comprehensive approach
- Using proven best practices
- Using community resources
- Involving the family

Major Features

Life Centered Career Education (LCCE) helps teachers to prepare students to function independently and productively as family members, citizens, and workers, and to enjoy fulfilling personal lives. LCCE is a motivating and effective classroom, home, and community-based curriculum.

The LCCE curriculum is an educational system designed to provide students who have mild mental disabilities, learning disabilities, or who are "at risk" with the important skills needed to function successfully as productive workers in the home and community.

The curriculum focuses on both on the work that a person does as a responsible community and family member, a citizen and volunteer, an employee, and a productive leisure and a vocational participant.

The Main Components: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation

- **DAILY LIVING SKILLS** -- Teaches students to manage personal finances (including using credit cards, check cards, etc.), household management, personal needs, family responsibilities, food preparation, citizenship responsibility, and leisure activities
- **PERSONAL SOCIAL SKILLS** -- Helps students develop self-awareness, self-confidence, socially responsible behavior, good interpersonal skills, independence, decision-making, and communication skills
- **OCCUPATIONAL GUIDANCE AND PREPARATION** -- Opens the door to occupational possibilities and choices in the 21st century, including appropriate work habits, seeking and maintaining employment, physical/manual skills, and specific job competencies

3.1 Supplementary Curriculum

MUSIC

The curriculum in music includes emphasis on musical content knowledge, aesthetic analysis and appreciation, and creative and technical skills.

Knowledge and understanding of music are essential components of music education. Music education has been proven to enhance problem-solving skills and improve and cultivate social development. The fundamental purpose of the study of music in the schools is to develop: 1) artistic skills and knowledge i.e.- creating, performing, and producing, 2) critical analysis and aesthetic understanding, 3) interdisciplinary connections and 4) awareness of historical and cultural content.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable students to develop artistic skills and knowledge. Learning about form and structure of music helps develop creativity. Broad experiences with a variety of music assist the student in making informed judgments. Experience in music further enables students to understand the music connection to other disciplines. It is important that students are exposed to and understand their own historical and cultural heritage as well as that of others.

Instructional time consists of 45 minutes per week for each class of students in grades 1-9.

The content are:

- 1) Singing, alone and with others, a varied repertoire of music
- 2) Performing on instruments, alone and with others, a varied repertoire of music
- 3) Improvising melodies, variations, and accompaniments
- 4) Reading and notating music
- 5) Understanding relationships between music, the other arts, and disciplines outside the arts

ART and CRAFT

The Art Program at Saint Clare School provides instruction to all students. Students attend art class either in the morning or afternoon for 30-45 minutes once or twice weekly. The teacher, along with a teacher assistant who is also knowledgeable in art, teaches each lesson.

The art curriculum is vital to all students at Saint Clare School and serves as a tool for enhancing creativity and imagination through the introduction of various art mediums, concepts, and elements of design. Integration of the arts within the general curriculum is strongly encouraged and students can apply their newly developed skills with classroom activities, projects, and demonstrations.

Artistic expression offers a vehicle for enhancing self-esteem and developing self-confidence, while students explore personal creativity and expand cognitive development and personality.

The art program strives to give students the tools to express themselves artistically and to observe the world around them from an artistic point of view. The use and manipulation of various mediums is woven into the art curriculum. By exposing students to a variety of materials, students have the opportunity to develop a niche for one medium. Students are taught about art concepts such as harmony, colour, line, texture, shape, and form. Several different concepts are explored through each medium.

The artistic expression of each student becomes fulfilled at a personal level during art class. It is a tremendous benefit for our students to incorporate artistic expression into their school experience as well as in their lives after Saint Clare.

SWIMMING

We are fortunate to be located close to a public pool where we can access open swim hours. The school engage the services of Swim Perfect to coach the students under the "Swim Safer" programme. The school also charters a 45 seaters bus for the students and teachers to and fro the swimming complex. Students are closely supervised in the dressing room, bathroom and in the pool. There is a lifeguard on duty at all times. Teachers will inform you of the swimming schedule and students needs to bring his/her swim suit and towel.

SOCIAL SKILLS

The social skills equip Saint Clare School students with the basic life skills necessary to enable them to become people who treat themselves and others with respect.

The social skills curriculum although flexibly based on the needs of any individual class is well defined and includes a wide scope of issues in three basic areas of emphasis. First, in the area of social interaction, topics such as manners, body language, reinforcement of behaviors, regulation of humor, collaboration, and healthy friendships are covered. Second, in the area of resolving intrapersonal and interpersonal conflicts, students learn how to avoid unnecessary disagreements, and how to fairly and respectfully handle life's difficulties. Self-image, resiliency, decision-making, tolerance, forgiveness, and peer pressure are examples of the subjects covered. Finally, in the area of character development, Saint Clare School students are challenged to grow in compassion, courage, fairness, generosity, honesty, integrity, leadership, loyalty, patience, pride, respect, responsibility, self-control, and trustworthiness. All of these topics relate directly to the Saint Clare School mission and philosophy, as they are essential to the development of the whole child within a nurturing environment. The social skills program puts the values of the school community into action. Students grow emotionally and socially as they learn to problem solve, to face adversity with resilience, and to hold the dignity of each individual in highest regard.

Although the basic areas of study remain unchanged in grades one through six, the way in which the subject matter is presented varies greatly. Instructional methodologies differ based upon both student age and ability. Story-telling, role playing, projects, and poetry are all used to spark student interest and encourage student involvement.

Social Development Support

At Saint Clare, we place a strong emphasis on the development of social interaction skills because they are so basic to a student's overall school success. Children with learning differences often have difficulty generalizing skills to new situations or environments. Therefore, we introduce social skills curriculum into the classroom to give students an opportunity to practice them on a daily basis in the classroom settings.

By using games, activities, lessons and practice, teachers help students with several important areas of social development:

- Building self esteem
- Rules, formulas and tools for appropriate social interactions
- Problem solving and conflict resolution skills
- Self-regulation and anger management
- Empathy training
- Enhancing self-expression, social skill development and co-operation through the arts: music, art, theatre, movement

Throughout each school day, students interact with classmates and have daily opportunities to learn and practice critical social interaction and thinking skills. The teacher provides observational assessment of students' needs by planning and implementing classroom meetings and activities. These planned lessons provide students with the opportunity to learn and practice important skills such as expressing and regulating their emotions, getting along with others, solving problems and resolving conflicts.

Classroom teaching teams receive assistance and coaching regarding issues of students' adjustment and behaviour.

Parent support is another important component of what Saint Clare offers to enhance the social development of our students. Parent support groups and classes on topic of interest to parents are scheduled throughout the school year.

4 OUR TEACHING APPROACHES

Applied Behaviour Analysis (ABA) includes a variety of methods for assessing children's behaviours and learning needs and for intervening using techniques to teach skills and behaviours.

TEACCH- stands for Treatment and Education of Autistic and Communication Handicapped Children. A TEACCH classroom is usually very structured, with separate, defined areas for each task, such as individual work, group activities, and play.

PECS- Picture Exchange Communication Systems is primarily used for individuals who are non - verbal and who use speech with limited effectiveness to assist them in acquiring functional communication skills.

Floortime. Is a systematic way of working with a child to help him climb the developmental ladder, is the heart of what we call the developmental approach to therapy. It takes a child back to the very first milestone he may have missed and begins the developmental process anew. By working intensively with parents and therapists, the child can climb the ladder of milestones, one rung at a time, to begin to acquire the skills he is missing.

Social Skills Enhancement or Training is a cognitive problem solving approach, allowing the use of a structured, but flexible, behaviour modification program to overcome weaknesses in a child's social skill development. It involves many of the same stages as construction of a behavioural modification program, but with a specific goal of increasing skill useful for social interaction in the future.

Occupational Therapy provides customized treatment programs to improve one's ability to perform daily activities. Occupational therapy can help to improve physical, cognitive, and social skills. As part of an early intervention program, occupational therapy practitioners support the very young child's family and help to find ways to reinforce skills in his or her natural environment.

Speech Therapy It is the rehabilitative or corrective treatment of physical and/or cognitive deficits/disorders resulting in difficulty with communication and/or swallowing.

Incidental and Naturalistic Teaching involve planned episodes of brief adult-child interaction that take advantage of naturally occurring reinforces in the course of ongoing activities and routines.

Experiential Learning - We have found that many students with learning difficulties take in information very quickly when they experience it directly. This approach can provide context for material from academic classes as well as stand on its own as a way to pick up some essential life skills. From its inception, the Saint Clare has emphasized learning through direct experience as the method of choice wherever possible.

Multi-Sensory Educational Techniques- Research has found, and our experience backs up, that students with processing and memory issues benefit from learning concepts in multiple ways. Early on, the St. Clare decided to emphasize the importance of making information available to students in as many different media as possible, and this approach has yielded some extraordinary results. Some classes make models of abstract concepts, learn vocabulary words by playing catch, make a board game of class information, or play Jeopardy to review for a test. When Saint Clare teachers develop lesson plans, there must be a component of multi-sensory processing in each unit of study, and the method of evaluation may also be something other than traditional testing, such as a project, model, or auditory evaluation.

4.1 Behavioural Prevention Policy

Many children, who attend Saint Clare School, have come to us because of problems or failures that occurred on other school settings. A lot of them have had innumerable experiences of being sent out of their classroom (usually to the "office") due to oppositional, noisy or otherwise disruptive behaviour.

At Saint Clare, we take a proactive, non-punitive approach to behavioural concerns by using the Collaborative Problem Solving (CPS) approach of Dr Ross Greene (author of the Explosive Child) and Dr Stuart Ablon. We look first for the underlying reasons that cause the behaviours to occur in the first place. We often find that problem behaviours are rooted in sensory over (or under) stimulation, poor auditory processing skills, lack of organizational abilities, inability to understand the concept of time or difficulties with self-regulation. Our job is to be good detectives and discover the causes of the behaviour concerns so that these factors can be addressed and the problem behaviours understood and/or prevented. Our ultimate goal is to assist each and every student to learn to regulate his/her own behaviour and to be a good advocate for his/her needs in the classroom. **(The underlying belief is that children do well if they CAN, not if they want to.)**

There are times when a student becomes upset or agitated to an extent that his/her behaviour becomes unsafe. Such agitation could include aggressive behaviour towards others, injurious behaviour towards him/her, destruction or attempts to destroy property or running away from the building or the classroom. In the event that a student's behaviour becomes unsafe or out of control, a teacher and or other staff members may need to escort and/of physically restrain a student or place the student into supervised isolation in a room designed to safely contain a seriously agitated student.

For each student attending Saint Clare programs, a Behaviour Intervention Plan is developed to take into account the student's **individual needs**. Parents are asked to sign their child's Behaviour Intervention Plan and may be asked to contribute to its development. Parents know their child best and their input is highly valued.

In the event that a student requires physical intervention (escorting or restraining) or supervised isolation in a "safe room" an **Incident Report** will be completed each time by the teacher or the attending adult. This report will include the date, time, a description of the intervention and a description of what led to the intervention, including the "precipitating event" and the student's behaviour. If the

students' is restrained or isolated, the report will indicate for how long. The outcome will also be indicated on the report. For example: 'Billy calmed his body and returned to class to finish his Math assignment.'

Parents will received a copy of the **Incident Report** by the next day after they have been verbally informed (same day) of the incident occurred.

Behaviours that disrupt the classroom will be addressed within the classroom setting to relive anxiety and stress wherever possible. Teachers have access to occupational therapists, principal, vice principal, etc., who can help them determined alternate strategies for helping students behave more appropriately in class.

(It is our policy to start each day fresh. We ask that parents not to discipline their child at home for behaviours that occur in school. The school will take a proactive approach on the issue/s.)

5 Admission Procedures and Regulations

Application Procedure for Local Student

Step 1: **Prospective parent** makes enquiry by telephone or accessing the school web site

Step 2: **Prospective parent** receives information on:

- About **Saint Clare**
- **Course details and pre-requisites**
- Fee Protection Scheme
- Application procedure

Step 3: **Interested Parents** can make appointment to attend a tour of school

Step 4: **Interested Parents (on behalf on student)** submits the application

Step 5: **Upon enrollment, the School issues:**

- Standard Student/Parent Contract

Step 6: **Confirmed student:**

- signs Standard Student / Parent Contract
- makes payment of course fee to the school
- makes payment of miscellaneous fees to the School

Step 7: **Confirmed student** ready to commence study

Application Procedure for Foreign Student

Step 1: **Prospective parent** makes enquiry by telephone or accessing the school web site

Step 2: **Prospective parent** receives information on:

- About **Saint Clare**
- **Programme details and pre-requisites**
- Fee Protection Scheme
- Application procedure

Step 3: **Interested Parents** can make appointment to attend a tour of the school

Step 4: **Interested Parents (on behalf on student)** submits the application to school

Step 5: **School** submits student pass application to ICA and make payment for the student pass application fees

Step 6: **Upon approval of student pass, the School issues:**

- ICA approval letter
- Standard Student/Parent Contract

Step 7: **Confirmed student:**

- signs Standard Student/Parent Contract
- makes payment of course fee
- makes payment of miscellaneous fees to the School

Step 8: **Confirmed student** ready to commence study

Student Pass

Continuing admission to SAINT CLARE, where applicable, is conditional on the student being the holder of a valid and current Student Pass issued by the Immigration & Checkpoints Authority. The applicant agrees to notify SAINT CLARE immediately on any change in status of a Student Pass. All Student Pass students have to maintain minimum of 90% attendance at all times.

Student's Pass Not Transferable

The Student's Pass issued by ICA is NOT TRANSFERABLE and will expire upon the Student ceasing to be a student of Saint Clare. Saint Clare is under an obligation to inform the ICA of the Student's withdrawal from, or completion of his/her course of study at Saint Clare.

Standard Student Contract

Prospective Student/Parent will enter into the Standard Student/Parent Contract with Saint Clare.

STUDENT PLACEMENT

Classes at Saint Clare are based on criteria foci: age, behaviour, language, acquisition and cognitive functioning. Initial placement is determined based on functional age, psychological, speech and occupational therapies assessments, observations and information from parents. The student is placed in the class where the primary focus of the class will best address the facilitation of the Individual Education Programme (IEP). Team meetings are held on a term basis to monitor each child's progress in all areas of the Individual Education Programme (IEP). When the student's team determines that he/she has mastered short-term objectives to the point where it is appropriate to upgrade the primary focus, the student will advance to upgrade the primary focus, the student will advance to the next class, regardless of time frame.

Pre-Requisites and Requirements for Various Courses

The pre-requisites and requirements for courses are clearly defined in the Individual Educational Program and communication material.

School Hours

School begins at 9.00AM. Children are to arrive no earlier than 8.45 AM. School programs dismiss at 3.30 PM on Monday, Tuesday, Wednesday, Thursday and Friday. There is **NO** extended day care to cover late departures. Due to obligations of regularly scheduled staff meetings and class preparation, teachers cannot be expected to provide after school care. Please notify the office immediately if you are late because of an emergency or if there is a change in the person driving your care child home.

Student Attendance

All student have to maintain minimum of 90% attendance at all times.

Growth Opportunities

Saint Clare provides opportunities for integration into main stream schools and towards supported employment.

Confidentiality of Student Data

Saint Clare is committed to maintaining the confidentiality of the Student's personal information and pledges not to divulge any of the Student's personal information to any third party without the prior written consent of the Student/Parent. Student's particulars are solely for the purposes of completing course submission.

Academic staff / Administrative staff are briefed on the confidentiality of student data and they understood by signing the letter of undertaking. Your personal particulars are secured in locked office and student database is password protected. Only authorized staff can access the file.

6 Payment Method and Channel

Course Fees

For all students, payment of tuition fee is to Saint Clare at the reception in the form of Cash **OR** Cheque/Bank Draft/Cashier's Order **OR** Interbank Transfer in Singapore dollar. Payment acknowledgement will be made through an official receipt.

A notification for re-enrolment will be sent to Students / Parents via mail approximately 4 weeks before the commencement of the new school year.

Miscellaneous fees

Saint Clare clearly states the miscellaneous fees breakdown in the Standard Student/Parent Contract. Payment of miscellaneous fees to Saint Clare are to be made at the reception in the form of cash OR cheque in Singapore dollars. Payment acknowledgement will be made through an official receipt.

Payment of fees

- (i) Course fees are payable for each full quarter without deduction, no later than 5 working days prior to the commencement of each quarter.
- (ii) A late payment fee of 10% shall be payable for each invoice.
- (iii) Saint Clare reserves the right to refuse admission to any student whose fees remain unpaid at the end of the 3rd week of any, quarter.
- (iv) Quarterly fees, either paid or due and payable, are non-refundable irrespective of whether the student completes the quarter.

Student Protection Scheme

Saint Clare hereby confirms and undertakes to the Student that it has in place a **Fee Protection Scheme** as stipulated by the Council of Private Education (CPE) (THE 'FPS') by way of a Master Insurance Policy by LONPAC INSURANCE BHD. The fees protection scheme is **compulsory** for all students.

Over or Under-Charging

Saint Clare is committed to avoidance of over or undercharging. The total amount of fees payable and the breakdown are also clearly defined in the Standard Student/Parent Contract.

Issue of Receipts

For every payment made by the Student to Saint Clare, the following information is shown on the copy of the invoice:

- (i) Student's name;
- (ii) Student's identification number;
- (iii) Payment intention;
- (iv) Amount paid;
- (v) Payment breakdown;
- (vi) Date of payment;
- (vii) Course name; and
- (viii) Course identification number.

7 Transfer/Withdrawal Policy

The school has no transfer policy because all students are enrolled to a standard school course of special education which is specially designed for each individual student on the basis of the Individual Education Programme (IEP).

Prospective students are briefed on the Withdrawal Policy during pre-course counselling by the Principal / Vice Principal / Director and later again during the orientation program. All students have to maintain minimum of 90% attendance at all times.

During the orientation, parents are informed that if the student pass holder withdraws from the school, the school would login to the ICA system to cancel the student pass. When cancelled the student would have 30 days to remain in Singapore.

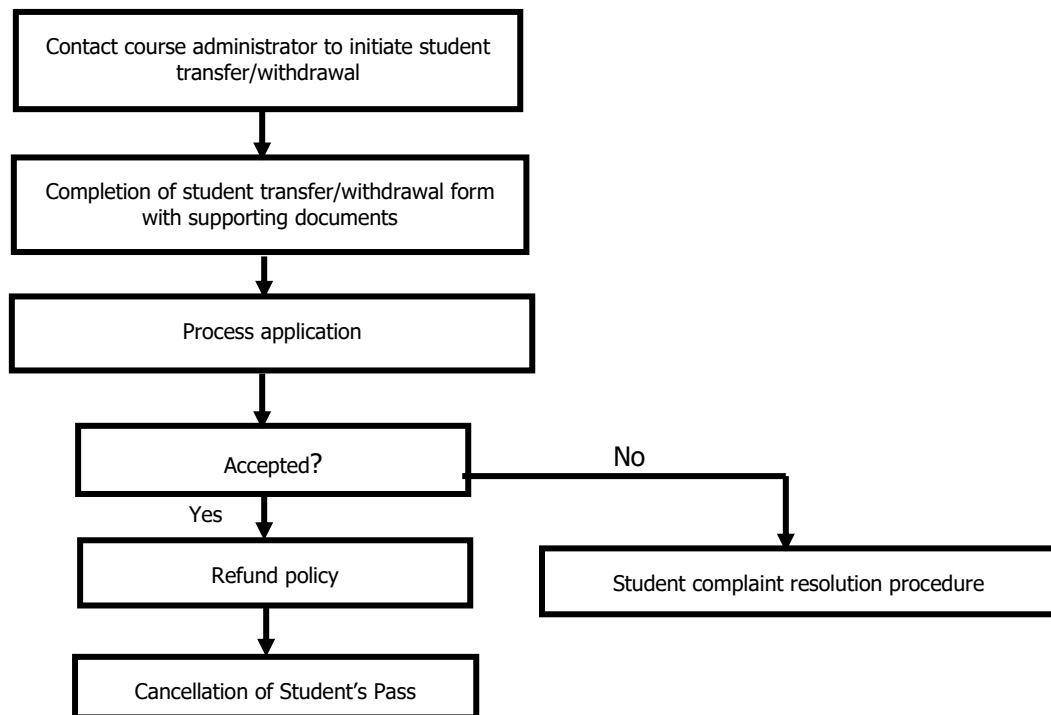
Withdrawing from St. Clare

A Student who withdraws from Saint Clare to enrol with another school shall be deemed to have withdrawn from St. Clare under Clause 8.1 and the provisions of Clause 8.1 shall apply.

Summarize Table on the Key Aspects of the Withdrawal Policy

	Withdrawal
Circumstances in which request will be granted	Principal to interview first the parents
Additional fee payable	NIL
Status of student pass	Cancel the existing student pass
Time frame for processing	4 weeks

Transfer/Withdrawal/Refund Application Procedure



8 Refund Policies

8.1 Withdrawal for Cause

Subject to Clause 8, the Student shall be entitled to immediately withdraw from the Course by giving written notice to the school of his/her intention to do so under the following circumstances:

- (i) Saint Clare fails, for any reason, to commence the course on the commencement date;
- (ii) Saint Clare terminates the course, for any reason, prior to the course commencement date;
- (iii) Saint Clare fails, for any reason, to complete the course by the completion date;
- (iv) Saint Clare terminates the course for any reason prior to the completion of the course; or
- (v) Saint Clare is in material breach of its obligations under this Agreement.

8.2 Refunds for Withdrawal for Cause

Saint Clare shall, within seven (7) working days after receiving the Student’s notice of withdrawal will refund to the Student:

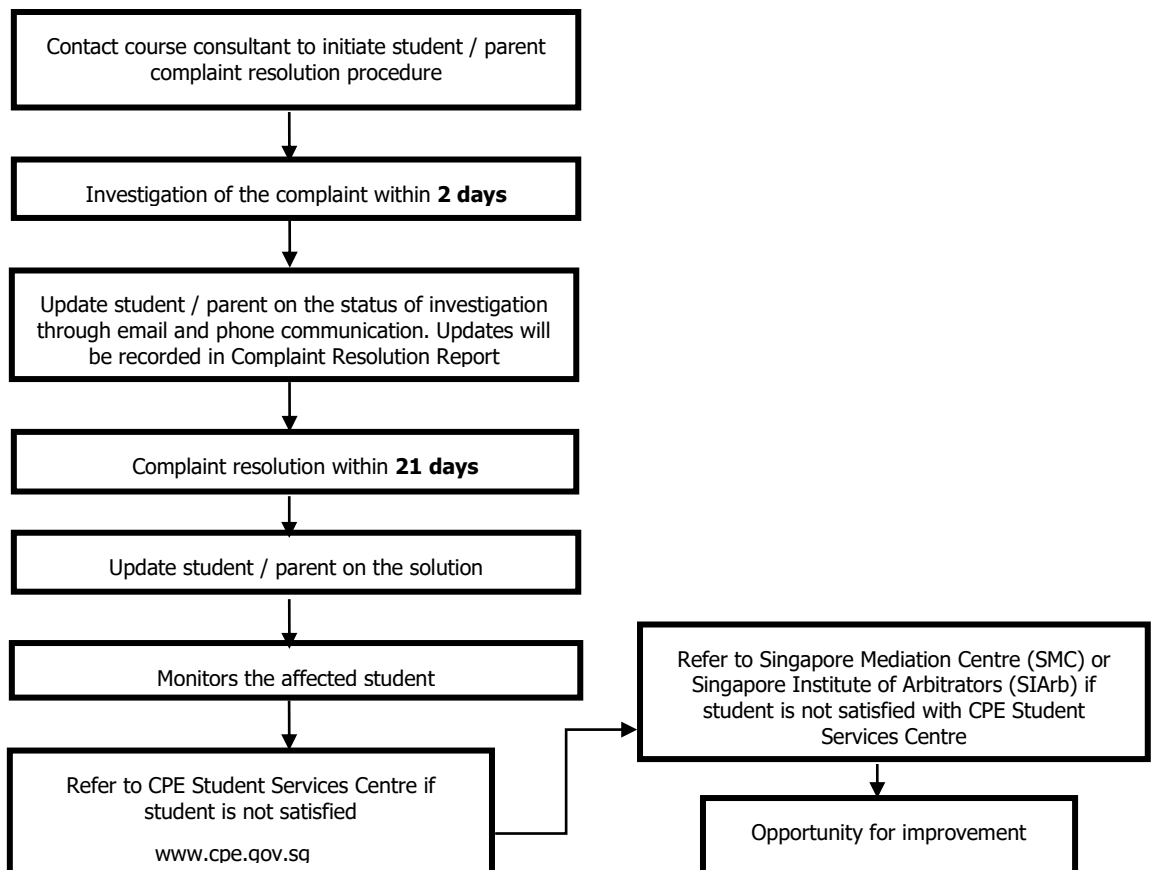
- (i) the entire amount of the Course Fees and
- (ii) the Miscellaneous Fees.

8.3 Withdrawal Without Cause and Refunds

Where the Student withdraws from the Course for any reason other than those set out in Clause 8.1, Saint Clare shall, as soon as practicable after receiving the Student’s written notice of withdrawal (and in any event no more than seven (7) working days after receiving such notice) refund to the Student the following sums (less any applicable bank administrative charges properly paid/payable):

% of [the aggregate amount of the Course Fees and Additional Fees paid	If Student’s written notice of withdrawal is received
100%	(“Maximum Refund”) More than [1] day before the Course Commencement Date
100%	Before, but not more than [1] days before the Course Commencement Date
0%	After, but not more than [7] working days after the Course Commencement Date
0%	More than [7] working days after the Course Commencement Date

Student Complaint Resolution Procedure



9 Student Well Being, Health and Safety

Service Guarantee/Teacher Training/Student Progression and Integration

- (A) Saint Clare is committed to give equal opportunities to individuals to be independent, and for them to be integrated into society according to their fullest potential. We are dedicated to develop a community that recognises, supports, respects, and values individual differences. Every child will have an individualized educational plan which will be used to track the child's progress and serve as a communication platform.
- (B) It is a policy of Saint Clare's that all teachers and assistant teachers undergo continuing education to update their professional profile and ensure that their skills remain relevant. All educational staff will receive continuous on the job training, delivered by professional speech and occupational therapists as well as psychologists. Teachers will learn from therapists daily and reinforce the help that students receive from therapy into the classroom environment. Apart from OJT, a training budget is allocated for teachers to receive training for up to 60 hours yearly.
- (C) Every student in Saint Clare will have his progress charted and reviewed bi-annually. His progress will be documented in his individualized educational programme (IEP) which will be used as a platform to move the child up the developmental, academic, functional academic or vocational ladder. Together with the parents and the therapists' clinical reports, each student will be assessed every six months for the sole purpose of progressing her/him forward. The progression criteria are based on the achievement of 80% of the goals charted in the IEP.

Assistance to Student/Parent

Saint Clare provides assistance and attention to student / parent facing difficulties at all times.

Student Support Services

The school provides a variety of student support services to meet the needs of the students studying in Singapore. These includes:

- Student / Parent orientation programme which includes the Pre Course Counselling for the Parents by Saint Clare Staff.
- Facilitating growth opportunities and integration in society like securing job / vocational placements and or placements in the main stream schools.
- The School recommended transportation service is provided by a private vendor who is familiar with the needs of our students and which whom parents are requested to arrange directly with. The school disclaims all liability arising from the private arrangement with the transportation service provider.
- The school has a strong emphasis on the development of social interaction skill, hence its social skills curriculum for its students using educational games, activities and practices help students to build self esteem, develop appropriate social skills, conflict resolution skills, anger management and self control, empathy training, and self expression through the arts viz.: music, art, theatre and movement.
- Because parental support and collaboration in the IEP are vital to the effective delivery of school curriculum, the school encourages an almost daily communication between the school and the parents on their child's development and situation during term time.
- Close physical supervision is constantly provided by the school staff for all its student at all times within the school premises, which is fenced off and relatively secured.
- The students remain closely supervised (in the dressing room, bathroom and in the pool) in their swimming trips at the nearby public pool.
- The students are physically supervised and escorted on their trips to the food stall across the road for their meals.

Health Policy and Procedures

Allergies: Be absolutely certain that your child's teacher and the office are aware of any allergies (food or other). We do cooking projects in each classroom, so this information is vital for planning. We make every effort to protect our students from substance odours and tactile experiences that are offensive, distracting or aversive to them.

Medications: If a child is on **any** medication that must be administered at school, parents (and the physician if it is a prescribed medication) **must** complete St Clare "[Authorization to Administer Medication](#)" form which is furnished in the registration packet. If the medication or dosage changes, a new form **MUST** be obtained from the office, completed and returned. Even if a child is on a temporary medication (for instance, Panadol for strained muscle) to be taken at school, we **MUST** have your signed permission. Do not send medications to school with your child without this permission.

It is not appropriate for the parent to quote their understanding of what the doctor has said. It **MUST** be the doctor's written order/prescription. In an emergency, we will accept the doctor's verbal order, but it must be followed in writing.

Please inform your child's teacher on any day that your child **did not receive** regular medication. This will help the teacher plan for the differences in the child's ability to attend to task, stay focused, tolerate frustration, etc.

We must also have parental permission before we can occasionally administer over-the-counter pain medication (i.e. Panadol) when a student has a headache or a fever. Please refer to the boxed portion of the "Authorization to Administer Medication" form, write in your preference and be sure to sign. This form **MUST** be filled out and returned regardless of whether or not your child is currently taking prescription medication.

Medications sent to school, including the three day emergency medications, must be in the original prescription container with the correct dose and time on it.

Accident Procedure

Minor accidents: If a child sustains a minor injury at school and skin is broken, the wound will be cleansed with soap and water and/or an antibacterial preparation. Ice will be applied to bumps and bruises. The child's teacher will send a note home explaining the injury.

Major accidents: If any injury requires medical attention, parents will be called first. If unavailable, the person specified on the emergency form will be called to take the child to the doctor or emergency room at the nearest Hospital. Should it be necessary, an ambulance would also be called to transport your child for medical treatment. In some instances, your doctor may be called for instructions as to how the emergency should be handled.

General Guidelines Concerning Illness

Since many types of illnesses spread rapidly from child to child, we ask each child stay home if he/she has the following illnesses or symptoms:

- **Cold:** Body temperature above 37.5°C, an uncontrollable yellow or green discharge, a severe cough, an unusually low energy level or persistent, clear nasal discharge.
- **Flu:** Vomiting, diarrhoea, body temperature above 37.5°C, sore throat, cough, nasal congestion, headache, and/or muscle ache. Influenza is contagious until all symptoms are gone.
- **Chicken Pox:** A child is contagious until all pox is scabbed over and dry (at least 7 days).
- **Sore throats:** Sore throats are contagious until it is no longer bothering the child. Children with strep throat may return to school after medical check-up and they have been on medication for 24 hours.
- **Measles, Mumps, Rubella:** We encourage you to follow your doctor's instructions, and return only after approved by the doctor.
- **Conjunctivitis (Pink Eye):** Inflammation of the mucus membrane covering the inner eyelid and the front of the eye. Conjunctivitis is extremely contagious.
- **Contagious Skin Diseases**
 1. Impetigo - a contagious skin disease with eruption of pustules
 2. Ringworm - a rash in the form of round rings
 3. Any unknown rash until approved for school by your doctor
- **Lice:** Must be reported immediately to the school to prevent the lice from spreading. A prescription shampoo is needed to kill the lice. The tiny white eggs cling to hair shafts and are not necessarily removed by shampooing. They need to be removed by brushing and actually picking the eggs out of the hair.
- **Hand, Foot and Mouth Disease (HFMD):** Body temperature above 37.5°C, sore throat, rash (flat or raised red spots) or small blisters on palms of hand, soles of feet or buttocks, mouth ulcers, poor appetite and lethargy.

Alternative Plans for Parents Who Work Outside the Home

A child who is ill or displays any of the symptoms above should **not** be sent to school. When a child has symptoms indicating he/she should stay home, working parents must have a plan for a relative or neighbour to take care of the child if the parents are unable to do so. If a child does come to school ill, or becomes ill during the day, we will call the parents first for instructions. If parents are unable to come for the child, we will call the people specified on the emergency form.

If these people are unavailable to pick up the child, you will be called at work and expected to pick up your child. In order to avoid the inconvenience of disrupting your workday, we strongly urge you to assess the situation **carefully before** bringing your child to school.

Bloodborne Pathogen Control Procedures

At Saint Clare, we practice "Universal Precautions" (taking the same precautions with all students and staff, regardless of known or unknown health status) against potential infection by blood and other potentially infectious body fluids.

If your gets his/her blood on his/her clothing while at school, we will have him/her change clothes and we will send the soiled clothing home in a sealed bag. It is highly recommended that you laundry of the rest of the family, in order to reduce the possibility of contamination.

Medical Emergencies

In case of medical emergency where the Parent or Guardian cannot be reasonably contacted to give consent, the Principal or her/his delegate may authorize the medical examination of the student, then calling of further medical or specialist advice, and the removal, if necessary of the student to a hospital or nursing home. The Parent or Guardian agrees that any costs incurred by SAINT CLARE in relation to such examination, care or treatment shall be at his/her cost and SAINT CLARE against any costs so incurred.

No Parent or Guardian shall send a student who is suffering from or evidencing any signs of fever, influenza or communicable, contagious or infectious disease to SAINT CLARE and SAINT CLARE shall be required to exclude any such student from SAINT CLARE under part IX of the Schools Regulations of the Education Ordinance, 1957.

Mode of Notification of Changes

Any notices given to SAINT CLARE shall be in writing and signed by the student / parent. Any notices given to the applicant shall be in writing and signed by the Principal and sent to the last address given by the applicant

In the event where information at Saint Clare is changed, Parents or Guardians will be duly informed by email notification and phone calls and SMS within 24 hours.

10 Additional Information

Self-Declaration by CEO

The CEO declares the important information:

- Teacher-student ratio range from: 1:2 to 1:3
- Student redress policies: student complaint resolution procedure
- Capacity: 12 (max) per class
- Size and number of classrooms: 8 classrooms of size 12 Students
- Teaching Staff:
 - 6 Lead Teachers
 - 10 Teacher Assistants
 - 1 Training Officer
- All types of fees payable:
 - (i) Course fees
 - Core curriculum
 - Supplementary curriculum (music, art, swimming, etc)
 - FPS insurance
 - Registration fee
 - (ii) Miscellaneous fees:
 - Student pass administration fee
 - Late payment charges
 - Field trip expenses (public transport, entrance fees, etc)
 - Assisted Daily Living Skill expenses (groceries, etc)
 - Extra Curriculum Activities (swim coach, drum instructor, dance instructor, bowling, etc)
 - School bus service
 - Job attachment expenses (public transport, etc)

Property of Saint Clare

The Parent or Guardian agrees that any books, learning materials or other matter taken home by the student shall remain the property of SAINT CLARE unless otherwise agreed, and that such property shall be given proper care and attention, failing which in the event of any damage or loss, the Parent or Guardian shall reimburse SAINT CLARE to the extent of the full replacement value.

Unethical Sales Practices

Saint Clare does not condone unethical sales practices and its staff are trained and reminded the unethical sales practices are not acceptable. If you encounter any unethical sales practices, please do not hesitate to bring the matter personally to the Principal.

Quality Assurance System

We assure you that there will be no disruption to the course programme except when there is a national emergency such as SARS or other outbreak of diseases, force majeure, strikes, war, riot and any other causes of such nature.

Relevant Singapore Laws

Relevant Singapore laws especially those relating to ICA and Ministry of Manpower. This include, but are not limited to, immigration requirements, laws on driving, drugs and alcohol abuse, employment, smoking, traffic and littering.

IMPORTANT POINT: IGNORANCE OF THE LAW IS NO EXCUSE TO BREAK THE LAW, THE RESPONSIBILITY LIES ON EVERYONE TO KNOW THE LAW.

	Relevant Law
Immigration	<ul style="list-style-type: none"> All international students studying in Singapore must have a valid passport and a Student Pass from the ICA (Immigration and Checkpoint Authority).
Employment	<ul style="list-style-type: none"> International students are not allowed to work in Singapore without a Work Pass Exemption from the MOM (Ministry of Manpower).
Driving	<ul style="list-style-type: none"> All drivers must be in possession of a valid Singapore driving license and the vehicle must be insured.
Drugs	<ul style="list-style-type: none"> Possession of Controlled Drugs is presumed to be for trafficking, an offence which can carry the death penalty.
Alcohol Abuse	<ul style="list-style-type: none"> Any offense committed while being intoxicated (drunk) is punishable under the law. Drunk driving is a serious offence.
Smoking	<ul style="list-style-type: none"> Smoking in specific public places and indoor restaurants is prohibited.
Traffic	<ul style="list-style-type: none"> Jay walking is an offence.
Littering	<ul style="list-style-type: none"> Littering, spitting and vandalism (with graffiti) in public areas are serious offences.

Modes of Communication

Student / Parent can contact Saint Clare via the following ways:

- Letters/Mail: 270 Upper Bukit Timah Road, #01-11/12 Singapore 588211
- Telephone: (65) 6466 0402
- Fax: (65) 6466 5019
- Web: <http://www.saintclare.com.sg>
- Email: info@saintclare.com.sg

School Uniforms

Student shall confirm to any school rules pertaining to the wearing of uniforms.

Uniforms could be purchase from Lim Meng Keng Dept. Store at Holland Avenue.

Transportation

School Transportation: Parents of all students attending Saint Clare School must make arrangements directly with the bus company – BROS TRANSPORT PTE LTD.

Pick-Up Policy: We ask that you provide, in advance, a written permission slip for anyone other than yourself to pick-up your child from school. In the event of an unexpected delay or emergency, the office will accept a phone calls from you as permission, for another person to pick-up your child. The appointed person has to report at the office before taking the child off campus.

Parking

If you are planning to drop by at the school, please park in the spaces that are provided behind the school building.

Food

Snack: Each child needs to bring a light snack for the mid-morning break daily. We suggest a low-sugar and/or high -protein choice.

Lunch: SCHOOL does not provide lunch but students could pre-order catered lunch from an appointed caterer or the students can bring their own lunch. Lunches must be ready-to-eat from the lunch box or something that can be quickly microwave (three minutes maximum). Bring disposable forks or spoons or items that can be washed at home. The only beverage we can offer is water!

Birthday Treats: These must be planned and pre-arranged with the classroom teacher. Please keep Birthday celebrations small and simple.

Food Allergies: We fully acknowledge the sensitivities and vulnerabilities of our students. Please inform us of any known or suspected allergies.

Clothing/Personal Items

Shoes: If your child has balance or co-ordination difficulties, he/she will need shoes that assist rather than impede progress (I.e. boots, thick or high heeled, or heavy-soled shoes may make balance or solid contact with the floor more difficult). Party shoes and sandals may make running or outdoor play less safe. Close - toes shoes are required on shop class days.

Pants/Skirt Length: Students may wear skirts and shorts to school. However, we require that these garments be no shorter than 4" above the knees. Pants/skirts with chains, sharp studs, dangling straps, etc. are not allowed.

Younger students: It is important to have an extra change or two of clothes at the school, in case, your child had an "accident" or spills.

Jewellery: Short earrings are allowed. Dangling earrings should be avoided due to safety reasons. Large, bulky, pointed jewellery is not allowed for safety reasons.

Hygiene Needs: Due to allergies and sensitivities to colognes and perfumes, all such items should remain at home. If your child requires hygiene items, wipes, sanitary items etc., please leave a supply with the teacher or the front office.

Electronic Equipment

CD Players, MP3s, and Other Music Devices: May only be used on the ride to and from school, in the classroom in the morning before school (low enough so that it does not offend others) and during specified breaks. They may not be used during class time. If this privilege is abused, the musical device will not be allowed to be in school thereafter.

Field Trips

Our generic permission slip covers all trips.

You may be asked to accompany your own child to better his/her safety and ability to participate. You will also be invited to assist the teacher on occasional field trips when more adults are needed.

Parent Participation

Observing Your Child in Class: Opportunities to observe are available by appointment. The impact of visitors varies from child to child. No parent intends to be a distraction, yet this can be the result. Please call ahead of time and sign-I at the office prior to your observation.

Parent Support: Each year, we design parent support activities in response to our current parents' needs.

Parent Volunteer Guidelines: When your child enrolled at St Clare, your family becomes part of a relatively small organization, which, because of its unique program, has some needs that only volunteers can meet.