



# Student / Parent Handbook



## Table of Contents

	Principal's Message	03
01	Our Story: Vision, Mission, and Values	04
02	Curriculum Overview	04
03	Curriculum Framework	
	Assessment, Evaluation, and Programming System (AEPS)	05
	Functional Academic Curriculum for Exceptional Students (FACES)	05
	Life Centered Career Education (LCCE)	06
3.1	Supplementary Curriculum	
	Music	07
	Art and Craft	07
	Swimming	08
	Physical Education	08
04.	Teaching Approaches	
	Applied Behavior Analysis (ABA)	08
	TEACCH	08
	PECS	08
	Floortime	08
	Social Skills Enhancement or Training	08
	Occupational Therapy	08
	Speech Therapy	08
	Incidental and Naturalistic Teaching	08
	Experiential Learning	08
	Multi-sensory Educational Techniques	08
4.1	Behavioural Prevention Policy	08
05.	Admission Procedures and Regulations	
	Application Procedure for Local Students	09
	Application Procedure for Foreign Students	10
	Student Pass	10
	Student's Pass Not Transferable	10
	Standard Student Contract	10
	Student Placement	10
	Pre-requisites and Requirements for Various Courses	10
	School Hours	10
	Student Attendance	11
	Growth Opportunities	11
	Confidentiality of Student Data	11
06.	Payment Method and Channel	
	Course Fees	11
	Miscellaneous Fees	11
	Payment of Fees	11
	Student Protection Scheme	11
	Over or Under-Charging	11
	Issue of Receipts	11
07.	Transfer/Withdrawal Policy	
	Withdrawing from St. Clare	12
	Summarize Table on the Key Aspects of the Withdrawal Policy	12
	Transfer/Withdrawal/Refund Application Procedure	12
08.	Refund Policies	
8.1	Withdrawal for Cause	12
8.2	Refunds for Withdrawal for Cause	13
8.3	Withdrawal Without Cause and Refunds	13
	Student Complaint Resolution Procedure	13
09.	Student Well Being, Health and Safety	
	Service Guarantee/Teacher Training/Student Progression and Integration	14
	Assistance to Student/Parent	14
	Student Support Services	14
	Health Policy and Procedures	14
	Accident Procedure	15
	General Guidelines Concerning Illness	15
	Alternative Plans for Parents Who Work Outside the Home	15
	Bloodborne Pathogen Control Procedures	15
	Medical Emergencies	15
	Mode of Notification of Changes	16
10.	Additional Information	
	Self-Declaration by School Management	16
	Property of Saint Clare	16
	Unethical Sales Practices	16
	Quality Assurance System	16
	Relevant Singapore Laws	17
	Modes of Communication	17
	School Uniforms	17
	Transportation	17
	Parking	17
	Food	18
	Clothing/Personal Items	18
	Electronic Equipment	18
	Field Trips	18
	Parent Participation	18

## **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 Head of Department (Junior/Senior), Assistant Principal, Principal or Admin Manager through telephone, email, and school communication log.

We will do our best to address your concerns.

Sincerely,

Prakalathan Kelaver  
Principal

## 1 **Our Story**

Saint Clare school was founded on one man's desire to do things right by his students. He holds this belief that discipline and structure must underpin any special needs academic delivery system and since incorporation in July 2007, Saint Clare School has remained steadfast in this philosophy.

In the same year, he met with its co-founder who maintains that the success of the school is not dependent on how many students the school enrolls but by the number we are able to integrate back into the mainstream. The two founders continue to manage the school.

### **A. Our Vision**

To raise the quality of life of our students by improving their living, learning, and working outcomes.

### **B. Our Mission**

We will achieve this through a rigorous academic delivery system and innovation underpinned by our guiding principle; The needs of our students must always come first.

### **C. Our Values**

#### DISCIPLINE

Diligent and resolute work is the foundation of our rigorous academic delivery system. Currently, every student's Individualized Education Program (IEP) takes 6 weeks to design and incorporate inputs from teachers and therapists. It is evaluated and reviewed once a year, progress report is furnished every six months, assessment or monitoring is recorded daily, updates are communicated to parents daily, and lesson plans are reviewed for effectiveness twice quarterly.

#### CREATIVITY

Creativity is an aspiration we strive for in the decisions we make on behalf of our students and the school. We are constantly asking ourselves: Are our lesson plans creative enough to engage our students? Can we find creative job placements in non-traditional work options for our students? Is there a creative and effective way in which the parent can decide if the school is best placed for the child's needs without having to commit to long-term enrolment?

#### INNOVATIVENESS

The school believes that innovation does not happen only when there is a spark of inspiration. It begins by putting in place a system of data gathering, reviewing of data, evaluating options and then making improvements. We expect ourselves to constantly ask how we can do something better.

## 2 **Curriculum Overview**

### **School Curriculum and Philosophy**

The Saint Clare School curriculum supports the development of the whole child by addressing the academic, social, and emotional growth of each individual. It is intended to be delivered through the selection of research-based programs and specialized instructional techniques that support students having learning differences.

This curriculum is based on our belief in the importance of providing students with developmentally appropriate content and skill development in each subject area, with the understanding that many skills and concepts are taught over a period of time using progressively more challenging materials and having increased expectations for student performance.

Our curriculum philosophy directly supports the school's mission of supporting students with learning differences to become competent learners and resilient individuals. Through a curriculum that provides a structured scope and sequence of skills that are continually reinforced and assessed, students are supported in learning how to learn, solve problems, and think critically.

Our curriculum philosophy is reflective of our curriculum values. The following principles guide our work.

We value:

- A belief in the potential of all learners
- Respect and support for individual learning differences
- Best practices in teaching and learning
- Collaborative decision-making
- Ongoing curriculum analysis and development
- Differentiation in instructional practices
- Purposeful assessment that fosters increased student progress and guides curricular decisions
- Effective professional development

In an effort to support our commitment to continuous improvement, our goals are to make curriculum decisions based on the needs of our learners, to continually seek out current research-based programs and practices, to continue the ongoing development of a comprehensive curriculum, to continue to revise and refine curriculum delivery processes and to engage in collaborative decision-making.

### 3 Curriculum Framework

Saint Clare School for Special Education serves students with mild to moderate disabilities from kindergarten through young adulthood. The school uses the **Assessment, Evaluation, and Programming System (AEPS)** for early childhood assessment and curriculum (for students who are 6 years old or younger). For students who are over 6 years old, the school adopts the **Functional Academic Curriculum for Exceptional Students (FACES)** and **Life Centered Career Education (LCCE)**.

#### A. Assessment, Evaluation, and Programming System (AEPS)

The Assessment, Evaluation, and Programming System (AEPS) is both an assessment and curriculum system that aids in:

- Collecting essential assessment data for the development of a student's IEP
- Tracking and supporting students' emerging skills
- Linking assessment data to a tiered curriculum that shows what and how to teach students
- Picking up students' incremental progress
- Strengthening the students' school readiness

#### Tiered model of the AEPS-3 Curriculum Framework

##### Tier 1 (Universal Support)

- for children in high-quality early childhood learning environments
- attention to learning outcomes within daily routines and activities, including positive peer interactions

##### Tier 2 (Focused Support)

- for children who need extra help
- adaptations and modifications to daily routines, activities, and environments to meet targeted outcomes

##### Tier 3 (Specialized Support)

- for children who need individual help
- utilization of evidence-based strategies for individualized goals/outcomes

#### B. Functional Academic Curriculum for Exceptional Students (FACES)

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, and 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 and 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.

### **C. Life-Centered Career Education (LCCE) LCCE**

The 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.

#### **Assessment**

- 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 toward a set of standards

#### **Instruction**

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

#### **Major Features**

Life Centered Career Education (LCCE) helps teachers 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 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 an 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 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 the 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 music's 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.

The contents 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

#### **ARTS and CRAFTS**

The Art Program at Saint Clare School provides instruction to all students. Students attend art class either in the morning or afternoon for 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 are 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 engages the services of Swim Perfect to coach the students under the "Swim Safer" program. The school also charters a 45-seater 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 need to bring their swimsuits and towels.

## PHYSICAL EDUCATION

Physical Education Program encourages psychomotor learning through physical activities and movement to develop the students' eye-hand coordination, fine motor and gross motor skills, and physical skills to promote health and fitness. Physical education also provides opportunities for students to build social skills, encourage participation and teamwork, boost their confidence, and promote self-regulation. Physical Education classes are conducted twice a week for 45 to 60 minutes per session.

## 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 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/Language 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** involves planned episodes of brief adult-child interaction that take advantage of naturally occurring reinforcers 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, 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, 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 in 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 student is restrained or isolated, the report will indicate for how long. The outcome will also be indicated in the report.

Parents will receive 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 relieve 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.

## 5 Admission Procedures and Regulations

### Application Procedure for Local Student

Step 1: **Prospective parent** enquires by telephone, email or accessing the school website

Step 2: **Interested Parents** can make an appointment for a tour of the school and attend the pre-course counseling to receive information on:

- School Information
- Course information, pre-requisites
- Student support services
- Fees Payable and Payment Method
- Fee Protection Scheme (FPSG), Student/Parent Contract and CPE Website
- Dispute Resolution
- Policy and procedures of transfer/withdrawal/deferment/refund
- Application for Student Pass Holders
- Information on the Cost-of-Living Expenses in Singapore

Step 3: **Interested Parents (on behalf of the student)** submit the application for the Immersion Program

Step 4: **Prospective student** undergoes a 3-week Immersion Program, and will be assessed by:

- Prospective class teachers
- Speech Therapist
- Occupational Therapist

Step 5: **Parents of prospective student** will attend a meeting with the class teachers and therapists, who will present or share their observations, assessments, and recommendations.

Step 6: **Upon enrollment, the School issues:**

- Standard Student/Parent Contract

Step 7: **Confirmed student/parent:**

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

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

### **Application Procedure for Foreign Student**

- Step 1: **Prospective parent** enquires by telephone, email or accessing the school website
- Step 2: **Interested Parents** can make an appointment for a tour of the school and attend the pre-course counseling to receive information on:
- School Information
  - Course information, pre-requisites
  - Student support services
  - Fees Payable and Payment Method
  - Fee Protection Scheme (FPSG), Student/Parent Contract and CPE Website
  - Dispute Resolution
  - Policy and procedures of transfer/withdrawal/deferment/refund
  - Application for Student Pass Holders
  - Information on the Cost-of-Living Expenses in Singapore
- Step 3: **Interested Parents (on behalf of student)** submit the application for the Immersion Program
- Step 4: **School** submits student pass application to ICA and makes payment for the student pass application fees
- Step 5: **Prospective student** undergoes a 3-week Immersion Program, and will be assessed by:
- Prospective class teachers
  - Speech Therapist
  - Occupational Therapist
- Step 6: **Parents of prospective student** will attend a meeting with the class teachers and therapists, who will present or share their observations, assessments, and recommendations.
- Step 7: **Upon approval of student pass, the School issues:**
- ICA approval letter
  - Standard Student/Parent Contract
- Step 8: **Confirmed student/parent:**
- attends School Orientation
  - signs Standard Student/Parent Contract
  - makes payment of course fees
  - makes payment of miscellaneous fees to the School
- Step 9: **Confirmed student** is 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 of any change in the status of a Student Pass. All Student Pass students have to maintain a 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 therapy assessments, observations, and information from parents. The student is placed in the class that would best address his/her needs based on these criteria.

### **Pre-Requisites and Requirements for Various Courses**

The prerequisites and requirements for courses are clearly defined in the Pre-Course Counselling Form.

### **School Hours**

School begins at 9:00 AM. Children are to arrive no earlier than 8:45 AM. School programs dismiss by 3:30 PM on Monday, Tuesday, Wednesday, Thursday and Friday. There is **NO** extended daycare 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 picking up your child.

### **Student Attendance**

All local students have to maintain a minimum of 75% attendance, and all students who hold a Student Pass have to maintain a minimum of 90% attendance at all times.

### **Growth Opportunities**

Saint Clare provides opportunities for integration into mainstream 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, which is stipulated in their staff contract. Your personal particulars are secured in a locked office and the student database is password-protected. Only authorized staff can access the file.

## **6 Payment Method and Channel**

### **Course Fees**

For all students, payment of school fees is to be made to Saint Clare in the form of Cheque/Bank Draft/Cashier's Order **OR** PayNow **OR** Interbank Transfer in Singapore dollars. 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 is to be made to Saint Clare in the form of Cheque/Bank Draft/Cashier's Order **OR** PayNow **OR** Interbank Transfer 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 the 1<sup>st</sup> day 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 3<sup>rd</sup> 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 (Group)**

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

### **Over or Under-Charging**

Saint Clare is committed to avoiding 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 in a standard school course of special education which is especially designed for each student based on the Individual Education Programme (IEP).

Prospective students are briefed on the Withdrawal Policy during pre-course counselling by the Principal / Assistant Principal / Director / Head of Department and later again during the orientation program.

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

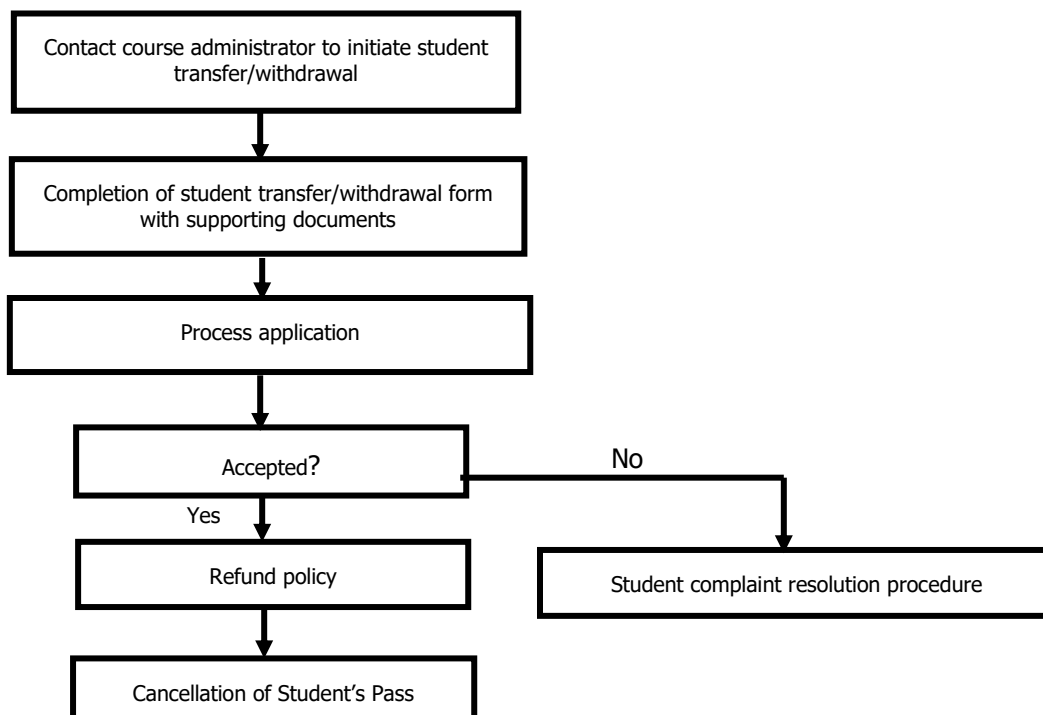
### Withdrawing from St. Clare

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; or
- (iv) Saint Clare terminates the course for any reason prior to the completion of the course;

**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:

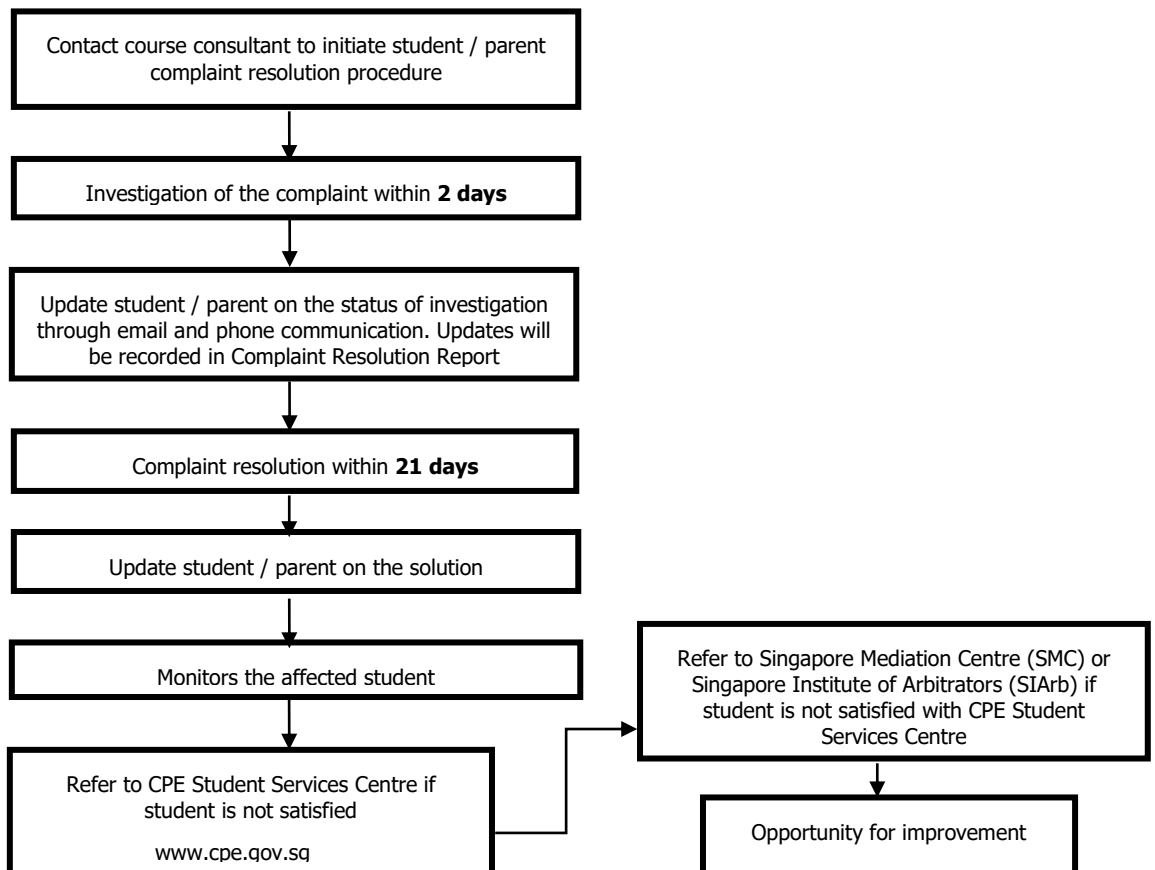
- (i) the entire amount of the Course Fees and
- (ii) the Miscellaneous Fees.

**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):

<b>% of [the aggregate amount of the Course Fees and Additional Fees paid</b>	<b>If Student’s written notice of withdrawal is received</b>
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 giving equal opportunities to individuals to be independent, and for them to be integrated into society according to their fullest potential. We are dedicated to developing 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.
- (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 (OJT). Teachers will learn from therapists 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 external trainings yearly.
- (C) Every student in Saint Clare will have his/her 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.

### Student Support Services

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

- Pre-course counseling for Parents by a St. Clare staff prior to enrolment and a Student / Parent orientation upon enrolment.
- Facilitating growth opportunities and integration in society (securing job / vocational placements / placements in mainstream schools).
- Financial Support and Counselling for families who are in need of financial assistance
- In-house Speech/Language Therapy and Occupational Therapy provided by St. Clare Therapy Network
- Individual Assessments are conducted by the Class Teachers, Speech/Language Therapist and Occupational Therapist during the Immersion Program
- Immigration Services such as Visa / Student Pass Application
- The school will liaise with a private vendor to cater for the students' school lunch, which is arranged in advance with the vendor on a quarterly basis.
- The School-recommended transportation service is provided by a private vendor who is familiar with the needs of our students and with whom parents are requested to arrange directly. The school **disclaims all liability** arising from the private arrangement with the transportation service provider.
- Riding for the Disabled-Equine-Assisted Therapeutic Sessions (RDA)
- Bonding Activities (e.g., Family Day, Sports Day, yearly school events)
- As parental support and collaboration in the IEP are vital to the effective delivery of school curriculum, the school encourages regular communication between the school and the parents on their child's development and situation during term time.
- Saint Clare provides assistance and attention to student/parent facing difficulties at all times and will refer them to external qualified personnel and counsellors, when needed
- Close physical supervision is constantly provided by the school staff for all the students at all times for both indoor and outdoor activities.

### Health Policy and Procedures

**Allergies:** Be absolutely certain that your child's teacher and the Admin office are aware of any allergies (food or other). Each class conducts Food Preparation activities in school, 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, the parent/guardian must provide a written consent via email or the School Communication Portal. 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 consent. Do not send medications to school with your child without this written consent.

It is not appropriate for the parent to quote their understanding of what the doctor has said. The medication **MUST** be given with 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** the regular medication. This will help the teacher plan for the differences in the child's ability to attend to tasks, 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 "**Emergency Treatment Authorization**" form in the Student Registration Folder, to indicate your preference and be sure to sign it. This form **MUST** be filled out and returned regardless of whether or not your child is currently taking prescription medication.

**Medications sent to school 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 the 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 notify the parents via the school communication logs/communication platform explaining the injury.

**Major accidents:** If any injury requires medical attention, parents will be called first. If unavailable, the person specified on the emergency contact list 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.

## 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. 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 the student 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 separate the laundry from the rest of the family, to reduce the possibility of contamination.

## Medical Emergencies

In case of a medical emergency where the Parent or Guardian cannot be reasonably contacted to give consent, the Principal/Assistant Principal/HODs may authorize the medical examination of the student, then call for further medical or specialist advice, and the removal, if necessary of the student from 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.

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's parent/guardian. Any notices given to the student's parents shall be in writing, signed by the Principal, and sent to the last email or address given by the parents. In the event where information at Saint Clare is changed, Parents or Guardians will be duly informed via the school communication portal, email notification or phone calls within 24 hours.

## **10 Additional Information**

### **Self-Declaration by School Management**

The School Management declares the important information:

- Teacher-student ratio ranges from 1:3 to 1:4
- Student redress policies: student complaint resolution procedure
- Capacity: average of 12 per class
- Size and number of classrooms: 6 classrooms of 30-45 sqm.
- Teaching Staff per classroom:
  - 1 Lead Teacher
  - 2 Support Staff (Co-teacher/Teacher Assistant)
- All types of fees payable:
  - (i) Course fees
    - Core curriculum
    - Supplementary curriculum (music, art, PE, etc.)
    - FPS (Group) 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.)
    - Co-Curricular Activities (badminton, soccer, 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 school items 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. In the event of any damage or loss of a school property, 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 that 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, COVID or other outbreaks 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 include, but are not limited to, immigration requirements, laws on driving, drug 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
<b>Immigration</b>	<ul style="list-style-type: none"> <li>All international students studying in Singapore must have a valid passport and a Student Pass from the ICA (Immigration and Checkpoint Authority).</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>International students are not allowed to work in Singapore without a Work Pass Exemption from the MOM (Ministry of Manpower).</li> </ul>
<b>Driving</b>	<ul style="list-style-type: none"> <li>All drivers must have a valid Singapore driving license and the vehicle must be insured.</li> </ul>
<b>Drugs</b>	<ul style="list-style-type: none"> <li>Possession of Controlled Drugs is presumed to be for trafficking, an offense which can carry the death penalty.</li> </ul>
<b>Alcohol Abuse</b>	<ul style="list-style-type: none"> <li>Any offense committed while being intoxicated (drunk) is punishable under the law. Drunk driving is a serious offence.</li> </ul>
<b>Smoking</b>	<ul style="list-style-type: none"> <li>Smoking in specific public places and indoor restaurants is prohibited.</li> </ul>
<b>Traffic</b>	<ul style="list-style-type: none"> <li>Jay walking is an offence.</li> </ul>
<b>Littering</b>	<ul style="list-style-type: none"> <li>Littering, spitting and vandalism (with graffiti) in public areas are serious offences.</li> </ul>

### Modes of Communication

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

Letters/Mail: 10 Raeburn Park, #01-09 Singapore 088702

Telephone: (65) 6223 1048

Web: <http://www.saintclare.com.sg>

Email: [info@saintclare.com.sg](mailto:info@saintclare.com.sg)

### School Uniforms

Students shall conform to the school rules on the wearing of uniforms.

School uniforms could be purchased from Lim's Uniforms at Holland Road Shopping Centre.

PE uniforms can be purchased at any Decathlon store.

### Transportation

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

Pick-Up Policy: We ask that you provide, in advance, a written notice via email or school communication log/communication portal if anyone other than yourself is picking up your child from school. In the event of an unexpected delay or emergency, the office will accept a phone call from you as permission for another person to pick up your child. The appointed person has to report to the school's Admin Office before taking the child off campus.

### Parking

If you are planning to drop by the school, please park in the designated parking spaces near the school building.



## **Food**

Snack: Each child is encouraged to bring a healthy light snack for the mid-morning break daily.

Lunch: The 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 microwaved. Students are encouraged to bring their own cutleries, which they can bring back home for washing. Students are also asked to bring their water bottles and they can use the water dispenser in school to refill them.

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: Students are advised to wear sports shoes or closed shoes in school. If your child has balance or coordination difficulties, he/she will need shoes that assist rather than impede progress (e.g., 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.

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 set or two of clothes in school, in case your child has an "accident" or spills, and would need to change clothes.

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 specific hygiene items, wipes, sanitary items, etc., please leave a supply with the teacher.

## **Electronic Equipment**

Phones and electronic gadgets or devices may only be used on the ride to and from school or in the classroom while waiting for class to start in the morning (low enough so that it does not offend others), with prior permission and agreement with the class teachers. They may not be used during class time. If this privilege is abused, the electronic device will not be allowed in school thereafter.

## **Field Trips**

A parent/guardian must sign the Field Trip Consent Form in order for a student to participate in any school field trip or learning journey.

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-in 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.