

STUDENT SUPPORT PROGRAMME POLICY

1. PURPOSE OF THE POLICY

The CISA Student Support Programme is an academic intervention and progress-support system designed to identify, address, monitor and reduce learning gaps that may prevent a student from achieving the expected academic benchmark.

The programme is part of CISA's academic and pedagogical responsibility. It is designed to ensure that students receive appropriate support based on their actual academic performance, learning needs, assessment evidence and progress, rather than on parental preference or on the amount of time a student has been enrolled at CISA.

The programme is consistent with the principle that assessment should inform teaching and learning, that schools should analyse assessment evidence to improve learning, and that students should receive feedback that supports their progress. These principles are also reflected in the IB approach to assessment and learning. [IBO](#)

2. WHAT THE CISA SUPPORT PROGRAMME MEANS

The CISA Support Programme does NOT mean simply attending additional classes after school.

After-school additional learning time is only one possible component of support and, when offered, is not the definition of the Support Programme.

At CISA, academic support is primarily delivered during the regular school day, through the teaching and learning process and through planned interventions by teachers, academic leaders and support staff.

Therefore:

SUPPORT PROGRAMME ≠ AFTER-SCHOOL CLASSES

A student may receive substantial academic support without attending any after-school additional learning session.

The PYP in particular is based on inquiry, ongoing learning, reflection and a range of assessment practices rather than a model in which support is defined by additional after-school lessons. [IBO](#)

3. OBJECTIVES OF THE SUPPORT PROGRAMME

The CISA Support Programme aims to:

1. Identify academic gaps as early as possible.
2. Determine the student's actual level against the expected benchmark.
3. Provide targeted academic intervention.
4. Strengthen essential skills and knowledge.
5. Prevent small learning gaps from becoming significant learning difficulties.
6. Monitor student progress continuously.
7. Provide differentiated and appropriate learning opportunities.
8. Support students in meeting promotion requirements.
9. Prepare students for increasing academic demands in subsequent grades.
10. Coordinate classroom teachers, Academic Leadership, Support Team and CCC.

11. Maintain an evidence-based record of intervention and progress.

4. HOW STUDENTS ARE IDENTIFIED

A student may enter the Support Programme through different points during the academic year.

Support may be recommended based on:

- Admission/initial assessment;
- Previous academic records;
- Diagnostic or baseline assessment;
- Classroom performance;
- Continuous assessment;
- Teacher observations;
- Academic progress monitoring;
- Trimester results;
- Reassessment results;
- September Assessment Period (SAP);
- Academic review by the Academic Department;
- CCC recommendations where applicable;
- Any other formal academic evidence considered relevant by CISA.

The fact that a student was not classified for support at admission does not guarantee that the student will remain outside the Support Programme for the entire academic year.

5. SEPTEMBER ASSESSMENT PERIOD (SAP)

The September Assessment Period (SAP) is an important academic diagnostic process used by CISA to establish students' academic levels and identify students who may require additional support.

Important:

A student who is not initially classified for support may subsequently be classified after the SAP. This is because the SAP provides additional and more complete evidence of the student's academic performance against the expected benchmark.

Therefore:

Admission classification is not necessarily the final academic classification for the entire school year.

Following SAP analysis, CISA may:

- maintain the student's current classification;
- place the student under a Support Programme;
- change the student's support level;
- recommend additional intervention;
- refer the student to the CCC where appropriate; or
- determine that no additional support is currently required.

The same principle applies later in the year if new academic evidence demonstrates that intervention has become necessary.

6. C2 CLASSIFICATION

6.1 Meaning of C2

C2 is an academic support classification.

C2 means:

The student is eligible for promotion/continuation subject to a mandatory academic support requirement.

C2 does not mean that the student has failed the academic year.

However, C2 is also not an optional service that parents may accept or reject according to personal preference once the Academic Team has determined that the classification applies.

Therefore:

C2 is a condition of academic progression and support. It is not an elective programme.

7. C2 IS AN OBLIGATION, NOT A PARENTAL OPTION

When CISA's Academic Leadership and Support Team determine that a student requires C2 support, participation in the required Support Programme is **mandatory**.

Parents cannot independently decide:

- that the student does not need support;
- that the student will receive support only at home;
- that the student will join support only in a later trimester;
- that the student will attend only selected support activities;
- that the student will discontinue support after a short period;
- that the C2 classification should be removed;
- that the student will be considered non-C2 because the student has improved.

Parents are, of course, entitled to communicate concerns and request clarification. However, **the academic classification and the professional decision concerning the continuation or discontinuation of academic support remain the responsibility of CISA's Academic Leadership and Support programme Team.**

8. WHO DECIDES WHETHER SUPPORT STARTS OR STOPS?

The decision to **start, continue, modify, intensify, reduce or discontinue** a student's academic support is made by the:

CISA Academic Leadership / Academic Department in coordination with the Support programme Team and, where applicable, the CCC.

This decision is based on:

- Assessment results;
- Academic benchmarks;
- Student progress;
- Classroom evidence;
- Intervention records;
- Teacher observations;

- Reassessment;
- Learning gaps;
- Student performance over time.

Parents do not determine the start or end date of the Support Programme.

A parent may request a review, but a request does not automatically terminate the programme. Similarly, a student does not automatically leave C2 simply because:

- the student has improved one assessment;
- the student has received private tutoring;
- the parent believes the student no longer needs support;
- the student has attended an after-school session;
- the student has completed Summer School.

The Academic Team must review the evidence and formally determine whether support remains necessary.

9. HOW THE ADDITIONAL SUPPORT FEE IS DETERMINED

The Support Programme and its financial implications must be clearly distinguished from ordinary tuition and elective activities.

For students formally classified under **C2**, CISA applies an:

Additional 25% of the annual tuition fee

as the applicable C2 Support Programme charge, according to the school's approved fee policy.

This percentage is not a fee negotiated individually with parents and is not determined by the Finance Department on a case-by-case basis.

The academic classification is determined academically.

The applicable fee is then administered and invoiced by the Finance Department according to the school's approved financial policy.

Therefore:

Academic Team → determines academic need/classification.

School Management/approved fee policy → determines the applicable financial framework.

Finance Department → issues and administers the invoice.

The Finance Department does not decide whether a student is academically C2.

10. THE SUPPORT FEE IS NOT A PAYMENT FOR A NUMBER OF AFTER-SCHOOL CLASSES

The C2 fee should not be understood as payment for a fixed number of after-school lessons. The Support Programme is a school-wide academic intervention system that may include multiple forms of support throughout the school day.

Consequently, parents should not calculate the value of the programme according to:

"How many after-school lessons did my child attend?"

That is not the basis on which the programme is designed or evaluated.

11. WHAT SUPPORT ACTUALLY INCLUDES

Depending on the student's needs and grade level, CISA Support Programme interventions **may** include:

During regular school hours

- Differentiated instruction;
- Targeted teacher intervention;
- Individual academic guidance;
- Small-group intervention;
- Flexible grouping;
- Reinforcement of essential knowledge and skills;
- Additional practice within the curriculum;
- Targeted literacy support;
- Targeted numeracy/mathematics support;
- Language development support;
- Re-teaching of concepts not yet mastered;
- Guided practice;
- Additional teacher explanation;
- Scaffolding of learning tasks;
- Adaptation of learning activities according to identified needs;
- Close classroom monitoring;
- Frequent formative assessment;
- Feedback and correction;
- Academic progress tracking;
- Individualised academic targets where appropriate;
- Additional opportunities to demonstrate learning;
- Intervention based on assessment evidence;
- Coordination between subject/class teachers and Academic Leadership;
- Support Team monitoring;
- Review of student performance;
- Reassessment when academically appropriate;
- Parent communication regarding academic progress;
- Referral to the CISA CARE CENTER (CCC) when the student's needs require additional specialised support;
- Other academic interventions determined by the Academic Team.

These actions may occur without the student leaving the normal school timetable.

This is particularly important in the PYP, where learning, assessment, feedback and intervention are integrated into the teaching and learning process. IB describes PYP assessment as integral to planning, teaching and learning and emphasizes the use of assessment evidence to inform teaching. [IBO](#)

12. AFTER-SCHOOL ADDITIONAL LEARNING TIME

After-school additional learning time is **only one possible intervention** within the broader CISA Support Programme.

It must therefore never be presented to parents as:

"The Support Programme means after-school lessons."

That interpretation is incorrect.

After-school intervention may be introduced when the Academic Team determines that it is academically appropriate and operationally possible.

It is particularly relevant to students in **Grades 6-12**, where additional learning time may be used as one component of an academic intervention programme.

13. PYP POLICY REGARDING AFTER-SCHOOL SUPPORT

CISA's PYP is structured differently from the secondary academic programmes.

KG-Grade 4

There is **no regular after-school academic Support Programme** as a condition of C2.

Support for PYP students is primarily integrated into the regular school day through classroom teaching, differentiation, intervention, monitoring and other appropriate academic strategies.

Grade 5

Grade 5 students may, **when academically necessary**, receive additional after-school academic support.

However:

This is permitted only when required and is not the normal definition of the PYP Support Programme.

For Grade 5, any additional after-school support is applicable **only in the 3rd trimester**, when determined necessary by the Academic Team.

Important:

The existence of Grade 5 after-school support in the 3rd trimester **does not mean that academic support was not provided during the 1st or 2nd trimesters**.

Support during those periods may have been provided entirely within the regular school day.

14. SUPPORT IS NOT A PUNISHMENT

C2 should never be interpreted as:

- punishment;
- disciplinary action;
- failure;
- a negative label;
- an indication that the student cannot succeed.

C2 is an academic intervention mechanism intended to help the student close identified gaps and meet the expected academic benchmark.

The purpose is progress, not punishment.

15. SUPPORT DOES NOT DEPEND ON WHEN THE STUDENT JOINED CISA

A student's support classification is based on the student's current academic evidence and expected benchmark.

Therefore, the following arguments do not automatically remove the need for support:

- "The student only recently joined CISA."
- "The student came from another school."
- "The student had a different curriculum before."
- "The student has already improved."
- "The student was not classified when admitted."

Previous educational experience is considered (should be), but the Academic Team must ultimately evaluate the student's current academic level against the expectations applicable at CISA.

16. SUPPORT AND PROMOTION

CISA Support Programme classification is closely connected to the school's promotion framework.

A student may be:

A. Promoted

When the student meets the applicable promotion requirements.

B. Promoted with Support – C2

When the student's results meet the conditions for promotion with a mandatory support requirement.

Under the current CISA promotion framework, C2 may apply where the relevant English and/or Mathematics result is **45-49%**, subject to the other applicable promotion conditions.

C. Required to complete Summer intervention/reassessment

Where applicable, including results in the **40-44% range in English and/or Mathematics**, subject to the other promotion conditions.

D. Not Promoted

Where the student does not meet the applicable promotion requirements.

The Support Programme does not replace the promotion policy. It operates as part of CISA's academic intervention and progression framework.

17. SUMMER SCHOOL AND SUPPORT

Participation in Summer School or a Summer academic intervention does not automatically remove a C2 classification.

Where Summer intervention is required, the student must successfully complete the required academic programme and/or reassessment before the Academic Team determines the final academic status.

Likewise:

Attending Summer School does not automatically guarantee promotion.

The final decision remains based on academic evidence and the applicable CISA promotion policy.

18. REASSESSMENT

CISA may use reassessment when appropriate to determine:

- whether an identified learning gap has been addressed;
- whether the student has reached the expected benchmark;
- whether an intervention has been effective;
- whether support should continue;
- whether the student's academic classification should be reviewed.

A reassessment result is considered together with the student's overall academic record and progress.

One successful assessment does not automatically terminate support.

19. CONTINUATION OR REMOVAL FROM C2

A student may leave C2 only after an academic review and decision by the Academic Leadership/Academic Department and Support Team.

The decision must consider the student's overall evidence, including:

- current results;
- progress over time;
- consistency of performance;
- benchmark achievement;
- classroom performance;
- teacher feedback;
- intervention results;
- reassessment where applicable;
- readiness for the academic demands of the next stage.

Parents may request a review, but the final academic decision belongs to CISA's authorised academic personnel to apply or not.

20. PARENTAL RESPONSIBILITY

Parents are expected to:

1. Understand that C2 is an academic classification and not an optional service.
2. Cooperate with the Support Programme.
3. Ensure that the student attends required support activities.
4. Support academic recommendations made by CISA.
5. Avoid replacing the school's Support Programme with private tutoring.
6. Attend meetings when requested.
7. Review academic progress reports and communications.
8. Provide relevant information that may affect the student's learning.

9. Understand that home tutoring does not automatically replace CISA's required Support Programme.
10. Understand the financial implications associated with C2.

21. HOME TUTORING DOES NOT CANCEL C2

Parents may provide additional educational support at home or through a private tutor. However:

Private tutoring is not a substitute for a CISA-mandated Support Programme.

If CISA determines that the student requires C2 support, the student remains under the C2 classification until CISA's Academic Team determines otherwise.

22. COMMUNICATION WITH PARENTS

When a student is classified or reclassified for support, CISA should communicate, as appropriate:

- the student's classification;
- the academic reason for the classification;
- the main areas requiring intervention;
- the expected support arrangements;
- any applicable additional fee;

The purpose of communication is to ensure that parents understand that academic classification, academic intervention and financial administration are connected but separate processes.

23. NO RETROACTIVE INTERPRETATION OF SUPPORT

Parents should not interpret the absence of a particular intervention—for example, an after-school class—as evidence that no Support Programme was provided. CISA's support system operates through multiple academic actions.

24. AUTHORITY AND DECISION-MAKING

For clarity, the following responsibility structure applies:

Decision	Responsible Authority
Identify academic concern	Teacher / Academic Team
Conduct/interpret academic assessment	Academic/Teaching Team
Initial support recommendation	Academic Team
C2 classification	Academic Leadership / Academic Department
Support intervention design	Academic & Support programme Teams
CCC referral, where applicable	Academic/Support Team according to need
Start support	Academic Leadership / Support programme Team

Decision	Responsible Authority
Modify support	Academic Leadership / Support programme Team
Continue support	Academic Leadership / Support programme Team
Review C2 status	Academic Leadership / Support programme Team
End C2	Academic Leadership / Support programme Team
Determine applicable school fee framework	CISA approved management/fee policy
Invoice and collect C2 fee	Finance Department
Parent communication regarding invoices	Finance Department
Final academic decision	Authorised CISA Academic Leadership

25. IMPORTANT CLARIFICATION ABOUT THE C2 FEE

The C2 fee is not a payment for a specific number of additional classes.

The applicable C2 charge is connected to the student's formal academic support classification and the school's Support Programme.

Therefore, a parent should not request a reduction, refund or cancellation solely because:

- the student did not attend an after-school session;
- the student received support during normal school hours;
- the student was absent from one or more intervention;
- the student received private tutoring;
- the student improved during the year.

Any financial review must be handled according to CISA's approved financial and academic policies.

26. REVIEW OF SUPPORT CLASSIFICATION

CISA may review a student's support status at any time when sufficient academic evidence becomes available.

This includes after:

- SAP;
- trimester assessments;
- major academic assessments;
- reassessment;
- Summer intervention;
- classroom monitoring;
- significant changes in academic performance.

Therefore, support classification is dynamic and evidence-based.

A student may be:

Not classified → C2

or, following sufficient progress:

C2 → reviewed by Academic Team → support reduced/continued/discontinued

depending on the evidence.

27. FINAL POLICY PRINCIPLE

CISA's Support Programme is based on one fundamental principle:

Every student must receive the academic support that the student's evidence-based educational needs require.

Support is not defined by the number of lessons, the number of hours, or whether the student stays after school.

It is defined by the academic actions taken by CISA to identify, address, monitor and improve the student's learning needs.

The CISA Support Programme is therefore:

Academic.

Evidence-based.

Continuous.

Monitored.

Individualised according to need.

Integrated into the school day.

Supported by assessment.

Mandatory when academically classified as C2.

28. PARENT ACKNOWLEDGEMENT

By enrolling or continuing a student at CISA under a C2 classification, the parent/legal guardian acknowledges that:

1. C2 is an academic classification.
2. C2 is not an optional elective programme.
3. C2 support is mandatory when determined by the Academic Team.
4. C2 does not mean that the student has failed.
5. Support does not mean only after-school classes.
6. The majority of support may be delivered during regular school hours.
7. PYP students do not normally receive after-school academic support, except where specifically applicable to Grade 5 in the 3rd trimester.
8. The Academic Team determines when support starts, continues, changes or ends.
9. The applicable C2 fee is separate from ordinary tuition and is administered according to CISA's approved fee policy.
10. A student may be classified for support after SAP even if the student was not initially classified.
11. Home tutoring does not replace a mandatory CISA Support Programme.

12. Summer intervention or reassessment does not automatically guarantee removal from support or promotion.
13. Final academic decisions remain with CISA's authorised Academic Leadership.

CISA's Core Statement

"C2 is not an after-school programme. C2 is an academic status requiring a structured Support Programme. Support begins with the identification of an academic need and may be delivered through the entire educational process, primarily during the regular school day. When CISA determines that a student requires C2 support, participation is mandatory until the Academic Team determines, based on sufficient academic evidence, that the support requirement may be modified or discontinued."