[Updated on 22 June 2026]

Ref: EDB/SES3/NI/1 Part6

Government of the HKSAR
Education Bureau

29 March 2019

**Education Bureau Circular No. 6/2019**
**Learning Support Grant**

[Note: This circular should be read by –

(a) Supervisors and heads of all government, aided and caput schools – for action
(b) Heads of schools under the Direct Subsidy Scheme and special schools, and heads of all sections – for information]

**Summary**

This circular sets out the enhancement measures for Learning Support Grant (LSG) which will take effect from the 2019/20 school year. It supersedes the Education Bureau (EDB) Circular No. 8/2017 issued on 7 July 2017.

**Background**

2. The EDB provides schools with additional resources, professional support and teacher training to help them cater for students with special educational needs (SEN). Of the additional resources, LSG is the major one. Schools should holistically and flexibly deploy schools' resources to cater for students' diverse learning needs through the 3-Tier Intervention Model and promote inclusive school culture:

(a) Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties through quality teaching in regular classrooms;

(b) Tier-2 support refers to additional support/"add on" intervention, such as small group tutoring, after-school remedial programmes and pull-out remedial programmes for students with persistent learning or adjustment difficulties; and

(c) Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing

up of Individual Education Plans[1] .

3. The Chief Executive announced in the 2018 Policy Address that the Government will restructure LSG, Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme. Starting from the 2019/20 school year, LSG will be extended to all public sector ordinary primary and secondary schools to replace IRTP and IE Programme. The unit grant rate for tier-3 will be increased and schools with comparatively large number of students with SEN will be provided with regular teaching posts. Under the enhanced measures[2], schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN.

**Implementation details**

4. Provision of LSG is based on the number of students with SEN and academically low achievers (ALAs)[3] (applicable to primary schools) in a school in each school year and the unit grant rate corresponding to the tier of support they require [Note]. ~~The grant rates will be adjusted annually according to the change in the Composite Consumer Price Index.~~ Under the enhanced measures, apart from having LSG provision, schools will have additional teaching post(s) converted/provided on account of LSG reaching the specific threshold. These new teaching posts are titled as Special Educational Needs Support Teacher (SENST). Details are as follows:

- LSG reaching threshold 1: Should the total amount of LSG reach threshold 1 but is below threshold 2, an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher will be deducted from the respective LSG amount for conversion into an additional regular post for basic rank graduate teacher in the establishment. Schools keep the remaining LSG.

- LSG reaching threshold 2: Should the total amount of LSG reach threshold 2 but is below threshold 3, an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher will be deducted from the specified amount for threshold 2 for conversion into an additional regular post for basic rank graduate teacher in the establishment. On top of this, one more regular post for basic rank

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1 Please refer to the respective appendices of the Operation Guide on the Whole School Approach to Integrated Education.

2 Implementation of the enhanced measures is subject to the passage of the Appropriation Bill 2019 by the Legislative Council.

3 ALAs in primary schools refer to students whose academic attainment is backward by two or more years in at least two of the three key learning areas (i.e. Chinese, English and Mathematics) as assessed by teachers using the Learning Achievement Measurement Kit developed by the EDB. The EDB will premise upon the number of these students to calculate schools' LSG.

Note The grant rates will not be adjusted according to the Composite Consumer Price Index in the 2025/26 and 2026/27 school years.

graduate teacher in the establishment will be provided. Schools keep the remaining LSG.

- LSG reaching threshold 3: Should the total amount of LSG reach threshold 3, an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher will be deducted from the specified amount for threshold 2 for conversion into an additional regular post for basic rank graduate teacher in the establishment. On top of this, two more regular posts for basic rank graduate teacher in the establishment will be provided. Schools keep the remaining LSG.

- LSG not reaching threshold 1: Schools use LSG received to support students with SEN.

The number of additional teaching post(s) converted/provided on account of different schools' LSG provision is summarised in the table below:

| Total amount of LSG | Additional teaching post converted | Additional teaching post(s) provided |
|---|---|---|
| Below threshold 1 | Nil | Nil |
| Reaching threshold 1 but below threshold 2 | 1 post | Nil |
| Reaching threshold 2 but below threshold 3 | 1 post | 1 post |
| Reaching threshold 3 | 1 post | 2 posts |

5. The above mentioned additional teaching posts are included in the approved teaching staff establishment but will not be counted towards the calculation of the promotion posts. Schools are not allowed to permanently or temporarily freeze such posts in order to obtain the Substitute Teacher Grant/Teacher Relief Grant. To help schools in passing on the knowledge and experience in supporting students with SEN, the additional teaching posts converted/provided on account of LSG will not be immediately affected once the total amount of LSG drops beyond the respective threshold in a particular school year. In the case where a school, in future, is having a drop in the number of students with SEN or a change in the tier of support the students require that results in the total amount of LSG no longer reaching the respective threshold for three consecutive school years for the additional teaching post converted/provided, and there are indications that the situation will continue and the gap will be widened, the EDB will discuss with the school for an appropriate

arrangement premised upon school's situations.

6. For the calculation stated in paragraph 4, specifically, the EDB will use the number of students with SEN and ALAs (applicable to primary schools) and the tier of support these students require as reported by the schools in the preceding school year and vetted by the EDB, and the unit grant rates for tier-2 and tier-3 of that school year[4] to calculate individual schools' total amount of LSG. Then by matching schools' total amount of LSG with the specific thresholds of that school year, the EDB will determine whether schools will have additional teaching post(s) converted/provided on account of LSG in the coming school year. Schools will be informed of the number of additional teaching post(s) via the EDB's letter on the class organisation and staff establishment for the new school year, and the number will not be adjusted despite a change in the total amount of LSG in the new school year. As regards the actual amount of LSG schools may receive in each new school year (i.e. after deducting the amount required for conversion into a teaching post, if applicable), it depends on the number of students with SEN and ALAs (applicable to primary schools) and the tier of support these students require in the new school year as reported by the schools and vetted by the EDB, as well as the new school year's unit grant rates for tier-2 and tier-3. The arrangements for disbursing LSG remain unchanged and are set out in paragraphs 7 to 9 below.

**Disbursement arrangements**

7. To enable schools to estimate the amount of LSG they will receive in each school year and facilitate their early planning of support services for students, the EDB will disburse the first allotment of LSG for the new school year, amounting to 70% of the preceding school year's[5] actual amount of disbursement (i.e. after deducting the amount required for conversion into a teaching post, if applicable), in August before the commencement of the school year. For schools that have not been provided with LSG in the preceding school year, the EDB will estimate the entitled amount of LSG for the new school year according to the number of eligible students in the preceding school year as indicated in the Special Education Management Information System

[4] Since the unit grant rates for tier-2 and tier-3 in the 2018/19 school year are not applicable under the enhanced measures, in the first school year upon the implementation of enhanced measures (i.e. the 2019/20 school year), the way in determining the amount of LSG and additional teaching post(s) converted/provided on account of LSG will be different from the practices to be adopted in subsequent years. Please refer to paragraphs 10 and 11 for details.

[5] The amount of LSG that schools will receive in the first school year upon the implementation of enhanced measures (i.e. the 2019/20 school year) will be calculated according to the method set out in paragraph 12.

(SEMIS), and the schools concerned will also receive the first allotment of LSG in August before the commencement of the new school year.

8. As for the second allotment of LSG, the EDB will disburse it to aided and caput schools in March; and to government schools in April. Schools thus have to submit the information on students with SEN and ALAs (applicable to primary schools) via SEMIS on or before 30 November of each school year to allow the EDB to calculate accordingly their LSG entitlement for the school year, and notify them the amount in advance in February.

9. Details of the funding procedures and payment schedule of LSG are set out in Appendix 1. For the use of LSG, please refer to Appendix 2. Relevant information and suggestions for support measures are also included in the Operation Guide on the Whole School Approach to Integrated Education[6].

**Arrangements for 2019/20**

10. The enhanced measures will be rolled out in the 2019/20 school year. LSG unit grant rates for tier-2 and tier-3 are 15,000 and $60,000[7] respectively, while the specific amounts for thresholds 1, 2 and 3 are $600,000, $1,600,000 and $2,200,000 respectively. Since the unit grant rates for tier-2 and tier-3 of the 2018/19 school year are not applicable under the enhanced measures, special arrangements are needed for calculating the amount of LSG and the additional teaching post(s) converted/provided on account of LSG that schools will receive in the 2019/20 school year. Details are as follows:

Additional teaching post(s) converted/provided on account of LSG

11. Premised upon individual schools' number of respective students and the tier of support these students require for the 2018/19 school year as vetted by the EDB, and the unit grant rates for tier-2 and tier-3 of the 2019/20 school year, the EDB calculates the total amount of LSG for individual schools. Then by making reference to the three thresholds of the 2019/20 school year, the EDB determines whether schools will have additional teaching post(s) converted/provided on account of LSG in the 2019/20 school year. For the number of additional teaching post(s) converted/provided on

[6] Website: http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf

[7] The basic provision for the first one to six student(s) requiring tier-3 support will be cancelled with effect from the 2019/20 school year.

account of LSG that individual schools may have, please refer to paragraph 4 above.

Learning Support Grant

12. In the 2019/20 school year, for schools with the total amount of LSG below threshold 1 or reaching threshold 1, the first allotment will be 70% of the amount calculated according to the number of students requiring tier-2 and tier-3 support as reported by the school in the 2018/19 school year and vetted by the EDB and the unit grant rates for tier-2 and tier-3 of the 2019/20 school year (i.e. after deducting the amount required for conversion into a teaching post, if applicable). For schools with the total amount of LSG reaching threshold 2 or threshold 3, the first allotment will be 70% of the amount specified for threshold 2 after deducting the amount required for conversion into a teaching post for the 2019/20 school year.

Special arrangements under enhanced measures

13. To facilitate schools adopting various subvented programmes for IE in the 2018/19 school year to migrate smoothly to adopt the enhanced LSG, some special arrangements are put in place. Details are set out in paragraphs 14 to 21 below.

*Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme*

14. Starting from the 2019/20 school year, LSG will be extended to all public sector ordinary primary and secondary schools and IRTP and IE programme will be replaced. Grants related to these two programmes (including class grant for IRTP, learning support assistant and recurrent grant for eligible students under IE Programme, and special education allowance for individual eligible teachers) will be ceased. Schools will have the enhanced LSG to support students with SEN of various types and ALAs (applicable to primary schools).

15. For schools adopting IRTP or/and IE Programme before the 2019/20 school year, if the number of additional teaching post(s) converted/provided on account of LSG in the 2019/20 school year is not adequate for fully accommodating all the redundant/surplus teachers arising from closure of IRTP or/and IE Programme, they have to deduct from LSG an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher for conversion into an additional regular post for basic

rank graduate teacher[8] to retain the teacher(s) concerned[9]. When a suitable opportunity arises (such as the emergence of teaching vacancies within the establishment, including frozen vacant post(s) of the approved establishment and vacancies resulting from teacher wastage, such as retirement or resignation of serving teachers, or operation of additional class(es)), schools should rectify the excessive teaching post(s) and notify the EDB by filling in Appendix 3, in order that the EDB can adjust their LSG accordingly. The schools concerned also have to observe the requirements in paragraphs 23 and 24 below and use such additional teaching posts to arrange teachers to serve as the SENSTs for enhancing the effectiveness in the implementation of IE.

16. If closure of IRTP affects the rank of school head in the approved establishment resulting in an over-ranked school head, this should be addressed according to prevailing practices[10].

17. If closure of IRTP results in a reduction in the number of posts or a change in the rank for senior teacher and/or deputy head in the approved establishment, this needs not be rectified through central clearance of the school sponsoring body[11], but should be dealt with according to school-based procedures[12] as if the school concerned was operated by one-school sponsor[9]. Schools should rectify the situation as soon as a suitable opportunity arises.

18. If closure of IRTP affects the school's approved establishment of clerical staff and/or Workman II, the situation should be addressed according to the prevailing mechanism. If schools drawing the Revised Administration Grant wish to retain the clerical staff remunerated by the Salaries Grant, they have to suspend drawing the

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[8] These additional posts for basic rank graduate teacher are regular teaching posts. But they will not be taken into account when calculating the number of promotion posts and the Teacher Relief Grant. Schools are not allowed to permanently or temporarily freeze such posts to obtain the Substitute Teacher Grant/Teacher Relief Grant.

[9] This special arrangement does not apply to IRTP schools that are unable to maintain the number of classes (excluding IRTP) approved for the 2018/19 school year that results in reduction of classes in the 2019/20 school year.

[10] Please refer to the EDB Circular Memorandum No. 50/2019 issued in 2019 on arrangements for redundant teachers of aided primary schools.

[11] The school sponsoring body needs not redeploy the teacher concerned to another school under its sponsorship to fill the available vacancy. Nor is it necessary to offset the senior teacher and/or deputy head post(s) in another school under its sponsorship. However, the school sponsoring body may choose to rectify the situation through its central clearance.

[12] Schools apply for stepping down for the redundant senior teachers/deputy heads concerned so that they may take up an appropriate lower-rank teaching post, and apply for special pay arrangement for them to retain their pay points.

Administration Grant for Additional Clerical Assistant[9] and rectify the situation when a suitable opportunity arises. The schools that wish to make such application should complete Appendix 4 on or before 31 May 2019 for processing by the EDB.

19. Under the enhanced measures, the EDB will ensure that schools will have the remaining portion of LSG, after deducting the amount necessary for conversion into an additional teaching post, up to a certain amount[13], so that schools may use it flexibly to support students with SEN, e.g. employment of additional teaching assistant(s) or procurement of professional services. This arrangement is applicable to the school years from 2019/20 to 2021/22.

20. To enable the smooth transition of schools still adopting Mixed Mode or Migration Mode in the 2018/19 school year, the schools will receive LSG not less than the amount disbursed in the 2018/19 school year under the enhanced measures. For schools adopting Mixed Mode, this arrangement is applicable to the school years from the 2019/20 to the 2024/25 school year. For schools adopting Migration Mode, this arrangement is applicable to the remaining years scheduled for fully migrating to LSG of individual schools.

*Arrangements for schools receiving Learning Support Grant*

21. Under the enhanced measures, schools adopting LSG and not meeting threshold 1 will receive LSG provision not less than the amount disbursed in the 2018/19 school year. This arrangement is applicable to the 2019/20 school year.

22. The arrangement for schools under the Direct Subsidy Scheme should refer to the EDB Circular No. 7/2019.

**Qualifications and duties of Special Educational Needs Support Teachers**

23. To enhance the effectiveness of the implementation of IE, schools with additional teaching post(s) converted/provided on account of LSG have to make arrangements for a corresponding number of graduate teacher(s) within the establishment to take up the post of SENST. The SENST(s) should join the student support team and be its member(s) to support the implementation of IE, deepen the inclusive culture at school with a view to promoting understanding, acceptance of and respect for students with

[13] The amount is the remainder of deducting the annual salary at starting pay point of a basic rank graduate teacher from the LSG amount for 10 students requiring tier-3 support.

SEN among ordinary students and parents, and hence fostering a harmonious and inclusive school culture.

24. Schools should assign a graduate teacher within the establishment who has completed at least the Advanced Course or Thematic Course under the "BAT"[14] framework (or equivalent) as SENST. Teachers that have yet to complete the required training on SEN have to do so within the first three school years upon taking up the post of SENST. Schools should appropriately assign work to SENSTs to enable them to undertake relevant teaching tasks and assist the Special Educational Needs Coordinator (SENCO) in performing duties related to IE (such as promoting home-school cooperation, enhancing early identification and support, managing information of students with SEN, making special arrangements for examinations for students with SEN). It is worth noting that SENSTs are not the additional manpower to share the teaching periods and duties of other teachers. Teaching tasks of SENSTs have to serve the specific purpose of supporting the Whole School Approach to IE, such as supporting the learning, emotion and behaviour, and individual education plans of students with SEN and ALAs through various means (such as mixed-class re-grouping, collaborative teaching, in-class support and small group teaching). Schools can arrange for more than one basic rank graduate teacher in the establishment to share the work of SENST. It should be noted that it is the professional duty of all teachers in the school to support students with SEN under the Whole School Approach to IE, and every teacher has the obligation to take care of and teach students with SEN. The related work should not be entirely shouldered by the SENCO and the SENST(s).

**Evaluation and accountability**

25. Schools should refer to Catering for Student Differences ~ Indicators for Inclusion[15] and Operation Guide on the Whole School Approach to Integrated Education compiled by the EDB for developing inclusive school culture, policy and practices. When planning for the use of LSG to support students with SEN and ALAs, schools should discuss with teachers and parents on the needs of the students to ensure the effective use of resources. Under the School Development and Accountability Framework, schools should devise action plans for IE and embed the use of LSG and the support for students with SEN in their regular self-evaluation mechanism. To enhance transparency, schools should enable parents and various stakeholders to

[14] The Basic, Advanced and Thematic (BAT) Courses provided specifically on supporting students with SEN by tertiary institution(s) commissioned by the EDB.

[15] Website: http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/indicators-082008_e.pdf

understand how schools support students with SEN and ALAs. In this connection, schools have to give information on their implementation of the Whole School Approach to IE in the School Profiles. Schools also have to set out their policies, additional resources allocated, support services provided to the students, etc. for implementing IE in their School Report which are to be uploaded onto their school websites.

26. Home-school cooperation is one of the elements that contribute to the success in the implementation of IE. Schools have to establish a systematic and regular communication mechanism to enhance communication and cooperation with parents, and invite parents to give views on the strategies for and the effectiveness of supporting students with SEN. Schools may follow the recommendations set out in the Operation Guide on the Whole School Approach to Integrated Education to brief newly admitted students and their parents on their IE policy and strategies for supporting students with SEN, so that parents may know how to complement schools. Schools should, in light of the needs of individual students, invite parents to attend case meetings, post-assessment meetings and individual education plan meetings to have regular review on the learning progress of their children. Schools should provide parents of students with SEN with a "Summary of Support for Student" every year (see Appendix 5) so as to let parents understand the schools' support measures for apt complement to enhance the effectiveness of support. In addition, schools should continue to promote and enhance the plan for developing inclusive school culture with a view to fostering among ordinary students and parents an understanding, acceptance of and respect for students with SEN, and thus fostering a harmonious and inclusive school culture.

27. For continuous monitoring and improvement of the use of LSG and its effectiveness, schools have to complete the "Year-end Evaluation Form at School Level on Whole School Approach to Catering for Students with SEN" and return it to the EDB through SEMIS by 31 August each year. The evaluation form is available on the EDB's webpage and will be updated as and when required. The EDB will arrange regular school visits by professional staff, and organise training, inter-school sharing sessions of good practices, etc. to ensure schools' optimal use of resources to cater for students with SEN and ALAs.

**Accounting arrangements**

28. Schools have to keep a separate ledger account for all income and expenditure under LSG. Aided and caput schools should adhere to the EDB's requirements on

submission of audited annual accounts as set out in the relevant circular memoranda in preparing ledger accounts and submission of their annual accounts to the EDB for auditing. For government schools, LSG will be provided in the form of budget allocation. They have to charge expenditure to the designated user codes and no overspending is allowed within the financial year. Schools also have to pay attention to the prevailing ordinances, regulations and circulars related to employment, procurement of outside services, handling of accounts, etc.

29. Schools should fully utilise the LSG provided every school year to cater for the learning needs of students of that school year and establish a regular mechanism to monitor expenditures of LSG. As such, schools in general should not have a large surplus of LSG. If aided and caput schools have accumulated a surplus in excess of 30% of the 12 months' provision of LSG, the surplus above this amount will be clawed back at the end of the school year. For government schools, if the surplus does not exceed 30% of the previous financial year's LSG provision, they are allowed to carry forward the surplus to the next financial year. Any excess surplus will lapse at the end of the financial year. Schools have to avoid the claw-back of LSG.

**Enquiries**

30. For enquiries about specific arrangements for LSG, please contact the respective Inspector of the Special Education Support Sections responsible for your school. For other enquiries, please contact the respective Senior School Development Officer.

Godwin LAI
for Permanent Secretary for Education

**Appendix 1**

## Funding Procedures and Payment Schedule of LSG

| | |
|---|---|
| August | ● Schools receive the first allotment of LSG for the new school year. |
| September to November | ● Schools identify students with SEN and ALAs (applicable to primary schools) in the new school year.<br>● After obtaining parental consent, schools input/update the information of students with SEN and ALAs (applicable to primary schools) and the tier of support these students require in SEMIS. |
| Before 30 November | ● Schools submit the information of the students concerned through SEMIS.<br>● Schools submit copies of assessment reports and individual education plans (if applicable) of the students concerned to the EDB. |
| February to April | ● Schools receive notification of the approved amount of LSG for the whole school year and the second allotment.<br>● Aided/caput and government schools receive the second allotment of LSG in March and April respectively. |
| March or April | ● Schools learn of the number of additional teaching posts to be converted/provided on account of LSG in the coming new school year (if applicable) via the EDB's letter on class organisation and staff establishment for the coming new school year. |
| June to August | ● Schools can log in SEMIS to check the amount of the first allotment of LSG for the coming new school year.<br>● Starting from late June, primary schools can update and save the information of students with SEN and ALAs through SEMIS, including the results of the Learning Achievement Measurement Kit and internal school results of the students concerned (schools should verify all information saved and submit such information to the EDB by 30 November of the coming new school year).<br>● Before 31 August, schools self-evaluate the effectiveness of the use of LSG to support students with SEN and ALAs with different stakeholders (including parents), and on the basis of the evaluation results, plan for the support services and measures to be provided in the coming new school year. Schools also have to submit the "Year-end Evaluation Forms at School Level on the Whole School Approach to Catering for Students with SEN" through SEMIS. |

**Appendix 2**

## Use of LSG

LSG must be used for supporting students with SEN and ALAs (applicable to primary schools). Schools should flexibly and strategically deploy LSG, and pool together various school resources (such as the Capacity Enhancement Grant) to support the students concerned. Schools may also tap resources available in the community to provide more comprehensive services. Specifically, schools can:

- employ additional full-time and/or part-time additional teaching staff[16] on a need basis to facilitate small group or individual remedial support;
- employ additional teaching assistants to assist teachers in designing learning activities and materials, supporting students in classroom learning activities, providing individual support on homework, training students with SEN on the use of assistive aids, helping students with writing problems to take notes, compiling data and records on student progress, liaising with parents, etc.;
- tap the support of other professionals through hiring of professional services (e.g. school-based remedial support programmes and behaviour guidance);
- procure learning resources (e.g. readers or audio-visual CD-ROMs/software for strengthening the reading and writing abilities of students with special learning difficulties; cannot be used for purchasing computer devices, interactive electronic whiteboards, projection equipment, etc.) to facilitate the learning of students with SEN;
- organise learning activities or programmes on inclusive culture to promote peer acceptance of and support for students with SEN;
- conduct school-based teacher training programmes to increase teachers' understanding of integrated education and support measures, and hence enhance their professionalism in catering for learner diversity; and
- strengthen home-school cooperation, e.g. through organising parent volunteer teams to run paired-reading programmes for students.

Schools should refer to Chapter 9 – Use of Resources of the Operation Guide on Whole School Approach to Integrated Education and work out plans for the effective use of LSG.

[16] LSG cannot be used for employing school social workers.

**Appendix 3**

(Secondary schools)
To: Special Education Support 4 Section, Education Bureau
Fax no.: 2307 0472

(Primary schools)
To: Special Education Support 3 Section, Education Bureau
Fax no.: 2715 8007

The ___ teacher(s) made redundant/surplus arising from closure of Intensive Remedial Teaching Programme and/or Integrated Education Programme can be accommodated by the vacant teaching post(s)[Note] in the establishment of our school. It is not necessary to retain the post(s) concerned in the _____ school year by deducting a corresponding amount of Learning Support Grant (LSG) for conversion into ___ additional regular post(s) for graduate teacher at basic rank. Please adjust accordingly the amount of LSG our school is entitled for.

Note: The vacant teaching post(s) arise(s) from_____
_____

School Chop

Signature of school supervisor: _____

Name of school supervisor: _____

Name of school: _____

Date: _____

cc: Chief School Development Officer (_____)

**Appendix 4**

(Application should be made on or before 31 May 2019)

RESTRICTED

To: Special Education Support 3 Section, Education Bureau
Address: Room E201, East Block, Education Bureau Kowloon Tong Education Services Centre
19 Suffolk Road, Kowloon Tong, Kowloon

In the 2018/19 school year, our school has the following clerical officers that are remunerated by the Salaries Grant:

Name:_____(Chinese)_____(English)

Rank (as at 2018/19 school year):_____

Name:_____(Chinese)_____(English)

Rank (as at 2018/19 school year):_____

Name:_____(Chinese)_____(English)

Rank (as at 2018/19 school year):_____

The approved establishment of clerical staff for the 2019/20 school year of our school is affected by closure of Intensive Remedial Teaching Programme with one *Assistant Clerical Officer/Clerical Assistant post fewer. The *School Management Committee/Incorporated Management Committee of our school hereby applies for suspension of drawing the Administration Grant for Additional Clerical Assistant in order to retain the redundant *Assistant Clerical Officer/Clerical Assistant remunerated by the Salaries Grant from the 2019/20 school year. We undertake to rectify this arrangement as soon as a suitable opportunity arises and notify the Education Bureau in writing accordingly. Meanwhile, we will flexibly deploy resources to support the administrative work of the school.

[*please delete as appropriate]

School Chop

Signature of school supervisor: _____

Name of school supervisor: _____

Name of school: _____

Date: _____

cc: Chief School Development Officer (_____)
Senior Education Officer (School Administration) 4
Senior Accounting Officer (Funds)

**Appendix 5**

**Sample**
Please refer to *Operation Guide on the Whole School Approach to Integrated Education*

RESTRICTED

**_____ School**

**Summary of Support for Student (20____/ _____School Year)**

Name of Student: _____ Class: _____

The major support provided for the above student from _____ (month/year) to _____ (month/year) is as follows:

(I) In-class support

_____

_____

(II) Support outside classroom (e.g. academic, social, adjustment support)

Name of group: _____

Support/Training focus: _____

Details: Starting from _____, _____ session(s) per week, _____ minutes per session, _____ session(s) in total

Name of group: _____

Support/Training focus: _____

Details: Starting from _____, _____session(s) per week, _____minutes per session, _____ session(s) in total

(III) Homework accommodation (Subject teacher(s) will contact parent(s) for specific arrangements)

Subject(s): _____

Details: _____

(IV) Assessment accommodation

_____

_____

(V) Complement by parent(s)

_____

_____

(VI) Remark(s)

_____

_____

A copy to be kept by the parent(s)