



Hangzhou International School

Student Support Services Handbook

Learning Support, ESOL, Counseling, Speech and
Language Therapy

Student
Support
Services



2024-2025

Table of Contents

| | |
|---|-----------|
| Statement of Inclusion | 4 |
| HIS Inclusion Policy Guidelines and Core Beliefs | 4 |
| Admissions | 4 |
| Student Support Services Program Delivery | 4 |
| Student Referral Process for SSS | 5 |
| Problem-Solving Process | 6 |
| Individual Learning Plans (ILPs)..... | 6 |
| Accommodation Plans..... | 7 |
| <i>English as an Additional Language (EAL)</i> | 7 |
| Introduction | 7 |
| EAL Program Overview | 7 |
| General Stages of Additional Language Acquisition | 8 |
| Role of the EAL Specialist | 8 |
| Role of the Classroom/Mainstream Teacher..... | 9 |
| Role of the Classroom Teacher | 9 |
| Role of the Student Support Services (SSS) Staff..... | 10 |
| Teaching Strategies Used by Classroom/Mainstream Teachers..... | 10 |
| Modifications:..... | 11 |
| Accommodations:..... | 11 |
| Scaffolds: | 11 |
| Primary & Secondary Program Delivery | 11 |
| Entry and Exit Criteria..... | 12 |
| Assessment, Monitoring, and Reporting..... | 13 |
| Referral process..... | 13 |
| Resources for Parents | 13 |
| <i>School Counseling Program</i>..... | 14 |
| The Professional School Counseling Program | 14 |
| The Role of the School Counselor | 14 |
| Ethical Standards for School Counselors..... | 15 |
| HIS School Counseling Mission Statement | 15 |
| What do HIS Counselors do? | 16 |
| Counseling..... | 16 |
| Academic Development..... | 16 |
| Career Development..... | 17 |
| Personal/Social Development | 17 |
| Individual Student Planning | 17 |
| Consultation..... | 17 |
| Systems Support..... | 18 |
| Assessment..... | 18 |
| Research and Program Evaluation | 18 |
| Professional Orientation and Identity | 19 |

| | |
|--|------------------|
| Crisis Intervention..... | 19 |
| Referral Process..... | 19 |
| Parent Education..... | 19 |
| Transitions and the Buddy System..... | 19 |
| University/Career Guidance..... | 20 |
| Transcripts | 21 |
| <i>Speech and Language Services.....</i> | <i>21</i> |
| Introduction | 21 |
| Referral Process..... | 21 |
| Entry and Exit Criteria..... | 21 |
| Assessment, Monitoring, and Reporting..... | 21 |
| <i>Occupational Therapy.....</i> | <i>21</i> |
| <i>Differentiated Learning.....</i> | <i>22</i> |
| What is Differentiated Instruction?..... | 22 |
| Goals of Differentiation..... | 22 |
| Role of the Classroom Teacher | 22 |
| Six Strategies that HIS Teachers Use to Differentiate Instruction: | 23 |
| Final Comment..... | 23 |
| Contact Details..... | 24 |
| References | 25 |
| 27 | |
| <i>Aim of HIS Positive Behavior Guidelines</i> | <i>27</i> |
| <i>Objectives of Good Behavior.....</i> | <i>28</i> |
| 29 | |
| <i>HIS & IB Learner Profile:</i> | <i>29</i> |
| What does positive behavior look like for HIS students?..... | 30 |
| What does positive behavior look like for HIS students?..... | 31 |

Statement of Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning Diversity in the International Baccalaureate Programmes, 2010: p.3)

Hangzhou International School promotes a philosophy of inclusion. In accordance with the IBO philosophy of inclusion, HIS strives:

- to provide a safe and supportive environment for diverse learners.
- to know the whole child and support their academic, social, and personal growth.
- to collaborate to ensure that all HIS programs are accessible to all students.

HIS Inclusion Policy Guidelines and Core Beliefs

HIS aims to serve all children of the international community in Hangzhou. At HIS, we believe all students can learn and succeed. We value and respect every student's voice. We believe that collaboration with all stakeholders is fundamental to ensuring student success. We are committed to utilizing evidence-based practices. We embrace and value the diverse nature of our community. We believe in nurturing a safe environment of trust within our community. We believe that students with learning differences should be included in naturally occurring settings and activities with their peers. HIS commits to educating all children to the maximum extent appropriate in the most inclusive setting.

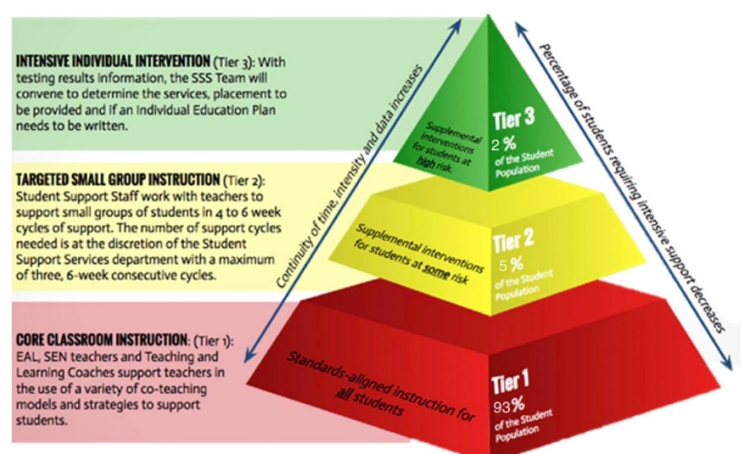
Admissions

HIS supports the philosophy of inclusion and serves the educational needs of a diverse community of learners in Hangzhou from a range of cultural and educational backgrounds. Admission is open to students who demonstrate the ability to access and benefit from a challenging, international, English language education in a mainstream environment. HIS is equipped to provide support for a managed number of students, representing a range of learning challenges, and English language learners based on the school's enrollment and resources. HIS does not discriminate on the basis of religion, ethnic or national origin, or gender, or disability.

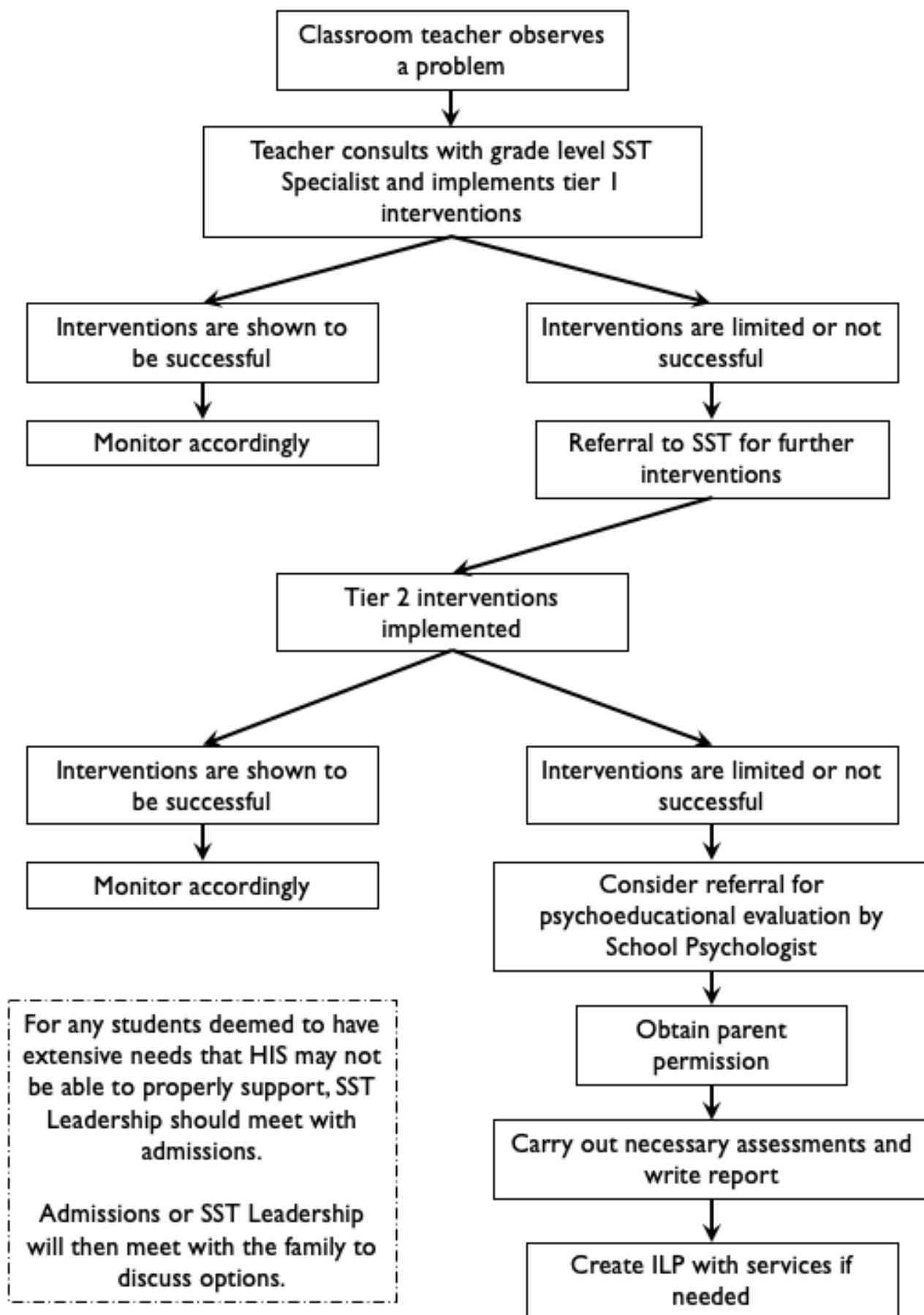
HIS admits students with Special Educational Needs who are able to access and benefit from the educational program in our inclusive environment. To ensure optimum student-teacher ratios and service to a high standard, enrollment in Learning Support shall not exceed 7% of the enrollment at the whole school level, with a maximum of 2% of intensive support and 5% of moderate support.

Student Support Services Program Delivery

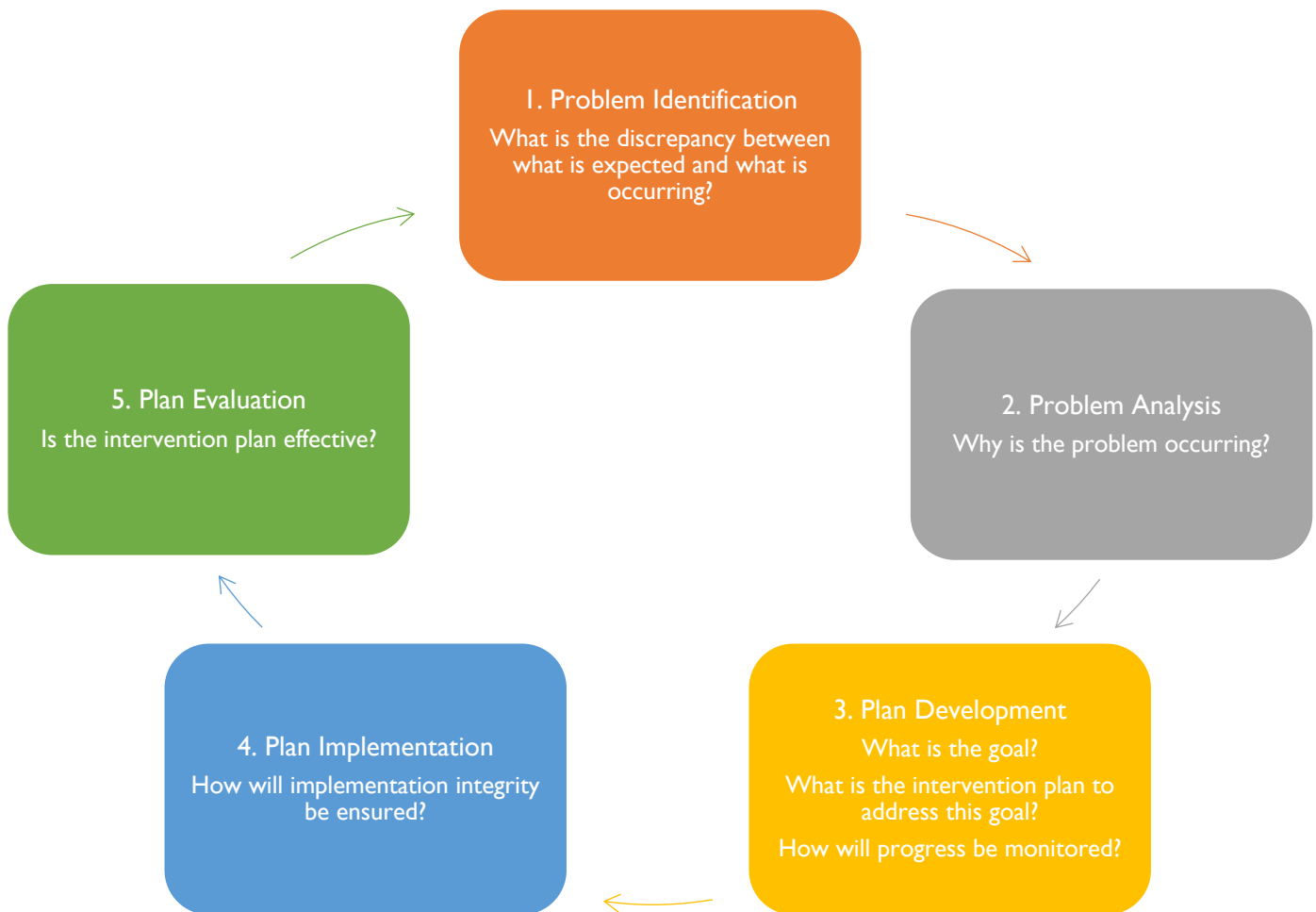
In order to formalize the delivery of Student Support Services programming at HIS, we use the response-to-intervention model. Implementing this model requires collaboration between classroom teachers and learning support teachers and a strong partnership with parents. Below is a description of the model.



Student Referral Process for SSS



Problem-Solving Process



Individual Learning Plans (ILPs)

Individual Learning Plans are written for all HIS students with formally identified needs. The framework of the ILP covers the following:

- formally identified diagnosis/exceptionality
- the student's present level of performance in the mainstream classroom and how their individual needs affect their classroom performance
- accommodations and /or modifications to be provided within the school setting
- identifies the least restrictive environment for each student
- recommendations for external services as necessary and
- sets measurable goals and objectives for students receiving direct support.

The ILP, and goals are reviewed yearly with teacher, parent and student input.

Students are considered to be eligible for *modifications* to the grade-level curriculum, if supported by formal documentation. The decision to allow a student a modified task is made collaboratively by Learning Support staff and subject teachers. (*Modification* alters what a student is taught and expected to learn.)

Accommodation Plans

Accommodation plans change how students learn the material. Accommodations are provided to students with formal documentation supporting specific needs. Recommended accommodations are stated on the student's Accommodation Plan and implemented within the classroom by the subject teacher with the guidance of SSS staff. Accommodations are *not* reflected on the student's report card and do not change the assigned task.

Some common examples of accommodations in use at HIS are:

- extended time
- assistive technology
- preferential seating
- small group setting, for tests etc.
- additional or extended time
- use of translation dictionary
- executive function support

Access Accommodations for DP Students

Students enrolled in the DP program who have a current (within three years)

English as an Additional Language (EAL)

Introduction

English language learners (ELLs) at HIS are students whose mother tongue is not English and who are becoming multilingual. They are learning English and using English to learn in all their classes.

Above all, language learning is a collaborative and social process that takes place most effectively in situations where the context is authentic and meaningful. The best place for this to happen is within the mainstream classrooms where students can use the content of the curriculum as the “vehicle” for acquiring language.

All students at HIS develop their English through being immersed in the full academic program of the school. They learn the academic language of their subjects in their classes and the social elements of language through interacting with their peers. Beginning and progressing ELLs benefit from an individualized program of language support designed to meet their academic needs, while participating in their academic classes as much as possible. Students receive direct and indirect support from EAL specialists and mainstream teachers.

EAL falls under the umbrella of Student Support Services and includes both a Primary and a Secondary division.

EAL Program Overview

English is the language of instruction at Hangzhou International School, therefore developing competence in the English language is crucial to students' success in all sections of the school. The EAL program is designed to address the needs of students from non-English speaking backgrounds who are still in the process of developing interpersonal and academic English language skills. The goal of the program is to equip students with the English language skills necessary to operate independently within the general classroom at a level that reflects their age and ability.

Students learning English receive support and specialized instruction in English language acquisition from qualified EAL Specialists on a regular basis. They also receive differentiated support within their grade level and subject area classes from their teachers, including EAL Specialists. This service model is consistent in both the Primary and Secondary Schools.

General Stages of Additional Language Acquisition

Many factors can affect the acquisition of another language, such as age, previous exposure to the additional language, confidence, motivation and linguistic and cognitive development in the student's first language.

Language learners generally progress through similar stages, but the amount of time spent in each stage varies (Krashen, 1983).

Beginning language learners usually experience a 'silent period.' Even students who have some experience in English may go through a silent period if it is their first time in an English-speaking school. This period can last from 10 hours to six months. During this time, they learn mostly by listening and watching others, and they may point, gesture or draw to show their understanding.

The learner then moves on to the 'early production stage' where they speak using one or two words or give 'yes' or 'no' answers. This stage can last an additional six months beyond the silent period. The next stage, the 'speech emergence stage,' can last up to another year. Students begin to use dialogue, ask questions and participate in discussions using simple sentences. They are able to demonstrate basic understanding in speaking and writing, although their language may be limited in vocabulary and contain grammatical errors.

At the next stage, students develop Basic Interpersonal Communication Skills (BICS). BICS are social and conversational language skills used when speaking. It is the language used in face-to-face communication and when the interactions have a lot of contextual support.

For students to be successful in school, they must also develop their Cognitive Academic Language Proficiency (CALP). This is the language required in the academic classroom. This type of language is much more demanding for students to understand and produce. It often lacks contextual support, includes abstract concepts and requires a great deal of cultural and linguistic knowledge in order to be fully understood.

Jim Cummins, a prominent EAL and bilingual researcher, developed the terms "BICS" and "CALP." Cummins found that while most students acquired BICS in about two years, they typically required five to seven years to develop CALP. Quite often, ELLs are thought to be 'proficient' because their level of English in day-to-day interactions (BICS) is quite good. HIS provides an EAL support program for students in grades 1-10.

When considering admission to the school and eligibility for the EAL program, a student's mother tongue proficiency, previous academic history, motivation and study habits are also considered. It is, therefore, imperative that we receive accurate, up-to-date school records that *must be translated into English*.

Role of the EAL Specialist

ELLs who are new to HIS often find the new language challenging. In addition, they often face other obstacles, such as a new culture, possibly a new climate, and new peers and teachers. Apart from teaching English, the EAL teacher acts as a cultural guide for ELLs, to facilitate their transition.

EAL teachers also act as an advocate and confidant.

EAL classes are smaller and more intimate than the regular classroom environment, which provides a secure space where new language is acquired, and students can take risks in a safe environment. EAL specialists work in collaboration with classroom teachers to support students in developing their English language proficiency with the aim of increasing independent access to the curriculum. The EAL Specialists' role includes:

- acting as a liaison between students, parents and faculty
- providing support for all ELLs in the program, especially those who are new to the school and/or totally new to English
- providing direct language support for ELLs in the program with the aim of developing their language competence and skills needed to access the grade level curriculum
- regularly assessing and monitoring all ELLs in consultation with mainstream subject teachers
- reviewing progress and writing a report card narrative for each ELL in the program
- consulting with and gathering information from all class and subject teachers to identify ELLs in the program who may be ready for transition from the program; and holding a transition meeting when appropriate
- monitoring transitioned students with the aim of ensuring that they maintain their progress within the grade level curriculum
- providing support for subject/classroom teachers to ensure that each student's needs are being addressed in the classroom
- providing support for the parents of ELLs with information and advice about English language development and the EAL program

Role of the Classroom/Mainstream Teacher

- value and acknowledge a student's cultural background
- provide opportunities to practice new language and new language skills before being required to use them independently
- differentiate instruction, content, product, or process, to meet individual student needs
- design assessments that assess both content and language objectives
- communicate high expectations
- attend meetings regarding ELLs as required
- provide examples of work to support the review process

Role of the Classroom Teacher

The classroom or subject teacher is the primary contact with each student. In order to ensure the best chance of a successful school experience the classroom teacher's role includes the following:

- work in collaboration with the student support services staff.
- focus on differentiating instruction to meet the learning needs of struggling learners who need additional support.

- ensure a safe environment for the student both emotionally and environmentally (seating, pace, groupings, light, distracting factors etc).
- use the Individual Learning Plan (ILP) and/or Accommodation Plan as a guide for student instruction.
- attend meetings (when applicable) and provide student progress reports to SSS staff.

Role of the Student Support Services (SSS) Staff

The SSS Staff work in collaboration with classroom teachers to support students with needs that aims to increase independent access to the curriculum. The SSS Staff's role includes:

- directing interventions for students at Tier III with the aim to increase independent success and maximum growth within the curriculum.
- advocating for students, educate students, parents and teachers about student's educational summary and encourage student self-advocacy
- supporting subject/classroom teachers to ensure students' needs are being addressed in the classroom.
- guiding the process towards a formal identification of SEN as needed for students who are newly referred by teachers or parents.
- communicating to the parents' student progress and strategies to bridge the home/school connection.
- creating of Individual Learning Plans (ILPs) and support for the creation of Accommodation Plan that clearly documents student needs, goals, timeframe and measures of success.
- communicating information from the Individual Learning Plans (ILPs) to subject/classroom teachers, administrators, parents and students.
- meeting regularly with teachers, parents and administration to monitor, adjust and revise plans as needed.

Teaching Strategies Used by Classroom/Mainstream Teachers

Differentiating instruction includes the use of modifications, accommodations or scaffolds in order to meet individual student's needs. Below is a table that describes the types of support that are given at each level of ESOL proficiency. As students develop higher proficiency, fewer supports are required. These are to be used as a general guideline only, as students may be at different levels in different subject or skill areas.

| Level of proficiency | Modifications | Accommodations | Scaffolds |
|----------------------|--|----------------|-----------|
| Entering | X | X | X |
| Beginning | X | X | X |
| Developing | | X | X |
| Expanding | Monitored. Support provided if required for certain tasks. | | |
| Bridging | Monitored. Support provided if required for certain tasks. | | |
| Reaching | Monitored. | | |

For the purpose of establishing a common language of supportive strategies, the following definitions will be used:

Modifications:

Changes or alterations to a task, assignment or teaching method to make it more appropriate for an individual learner:

- Reducing linguistic demands of tasks
- Alternative assessments (creating notes or lists instead of writing an essay)
- Modified grading
- Modified or alternative texts
 - Separate instruction of content by EAL teacher

Accommodations:

Allowances or adjustments made according to a student's needs. Students use the same materials and complete the same task, but with support:

- Allowing more time to complete tasks
- Sitting next to a peer who speaks the same language
- Prior teaching of test vocabulary/language by EAL teacher
- Prior viewing of a video or a book
- EAL teacher support to complete tasks
- Supplying word banks for tests
- Providing outlines or key vocabulary prior to lesson
- Use of a dictionary/translator during test

Scaffolds:

Structured supports that allow students to accomplish more complex tasks than they could do on their own:

- Using graphic organizers
- Using pre-reading strategies to create context for understanding
- Breaking down tasks step-by-step
- Analyzing and modeling schematic and linguistic features, purpose and audience of expected text types
- Jointly (pairs, groups, class) practicing/completing a skill/task before doing it independently

Primary & Secondary Program Delivery

According to individual language needs, students may be 'pulled out' of homeroom or core classes to receive English language instruction by the EAL specialist teacher. The EAL teacher may also 'push in' to the core classroom to provide support.

The focus of EAL support can include:

- teaching Basic Interpersonal Communication Skills (BICS) used to navigate social situations.

- developing Cognitive Academic Language Proficiency skills (CALP) to help strengthen understanding of core subject concepts.
- teaching and reviewing the concepts needed to access the PYP and MYP curriculums.

The number of times the EAL teacher provides support to a student is determined by their English language level and individual need. This EAL support may be provided in a 'pull out' or 'push in' model as needed.

Entry and Exit Criteria

A review of each ELL's placement in the EAL program is conducted at the end of each semester by the Student Support Services team.

The Student Support Services Coordinator calls an EAL Student Review Meeting with specialists and teachers to discuss the following:

- Formative and summative assessments, including class work and WIDA scores
- Confidential teacher evaluations
- Examples of work from student's file
- Examples of work from class, subject and specialist teachers

In the event of a review that leads to a recommendation to transition from the EAL program, parents, teachers and students will meet to finalize the placement recommendation.

It is crucial that exited students continue to develop their English language knowledge and skills to keep up with grade level and subject expectations. In order to ensure that exited students successfully transition from EAL, performance will be monitored weekly for the first six weeks and then monthly for the next six months in both Primary and Secondary. If progress falters, a student may be readmitted to the EAL program.

Assessment, Monitoring, and Reporting

The assessment and monitoring of student progress is an important part of the ESOL program. Each student's progress is regularly reviewed to determine an appropriate level of support.

HIS EAL specialists use data to monitor student progress: formative assessments (anecdotal records and examples of work), writing samples provided by the classroom teachers, Fountas and Pinnell reading level results, NWEA MAP scores, and WIDA English language assessments. EAL specialists also review summative assessments and report card narratives from classroom teachers to monitor ELLs.

Referral process

Students can be referred to the Student Support Services department through the classroom teacher, parent, specialist teacher or as a self-referral. The EAL specialists compile diagnostic and baseline information for the student. The EAL specialist, classroom teacher(s), and parents will meet to discuss an appropriate support plan for the individual student.

Resources for Parents

[The Bilingual Family Newsletter](#) - A quarterly publication designed to help families raising a bi- or multi-lingual child. It ceased publication in 2010 but archived editions can be accessed at the link.

[Frankfurt International School](#) - FIS's ESL website was created for parents who want to know how they can help their children learn English. It contains information relevant to the parents of EAL students at AISL.

[Bilingualism in the Home](#) - Adapted from an article by Jim Cummins, this article includes information and advice for parents on bilingualism and learning and the importance of the mother tongue.

School Counseling Program

Introduction

The overall aim of the School Counseling Program at HIS is to promote and enhance the development of the whole student. The Program is an integral part of the Student Support Services Department of the School.

The program blends the American School Counselor Association's (ASCA) National Model (which is comprehensive in scope, preventative in design, developmental in nature) and the International Model for School Counseling Programs (which adds the necessary requirement for working with an international and Third Culture Kid population). There is a significant focus on the pastoral care component of counseling. In addition, the school counseling program supports the vision of HIS by promoting and enhancing the learning process for all students through the integration of counseling standards within the domains: academic, career, and personal/social development. The emphasis is for all students to realize academic, personal, social, and emotional success during their time at HIS. The counseling department aims to foster healthy self-esteem and self-awareness, as well as a sense of responsibility to self and others. The goal is that, as a result of education at HIS, students will not only have a firm foundation in knowledge and theory, but they will also have learned the importance of being active lifelong learners and respectful, compassionate citizens of the world.

HIS is fortunate to currently have two school counselors who are also trained school psychologists as well as 2 part-time college counselors.

The Professional School Counseling Program

A Professional School Counseling Program is:

- Designed to ensure that every student benefits from the program.
- An integral part of the educational program, implemented by qualified school counselors.
- Comprehensive in scope, preventive in design, developmental in nature, and focuses on personal/social, academic, and career development.
- Conducted in collaboration with teachers, administrators, parents/guardians, and other support service professionals in order to meet student needs.
- Engaged in on-going evaluation to assess effectiveness and meet the needs of the students.
- Sensitive to the unique needs of an international, transient population.

The Role of the School Counselor

HIS endorses the Professional School Counselor Role Statement of the American School Counselor Association (ASCA, 2004b). In addition, HIS follows the framework contained in the International School Model (Fezler and Brown, 2011).

The professional school counselor has special qualifications and skills to address students' academic, personal/social, academic, and career development needs.

The professional school counselor:

- Serves a crucial role in maximizing student achievement as well as personal/social and career development.
- Incorporates leadership, advocacy and collaboration in the educational setting.
- Promotes equity and access to opportunities and educational experiences for all students to maximize their post-HIS options.

- Supports a safe learning environment and works to safeguard the human rights of all members of the school community.
- Collaborates with other stakeholders to promote student achievement and development.
- Addresses the needs of all students through prevention and intervention programs that are part of a comprehensive school counseling program.
- Works to ensure all students' dignity and culture (including: race, ethnicity, gender, abilities, sexual orientation, home language, religion, socio-economic status) are respected and valued.
- Proactively serves as an advocate for all students.
- Helps to create a welcoming, inclusive school climate.
- Develops core competencies to address the unique cultural needs of the students (i.e., promoting inclusive language and cultural recognition, becoming knowledgeable with respect to cultural bias in testing, etc.)

Ethical Standards for School Counselors

ASCA has developed a document entitled 'Ethical Standards for School Counselors' (Appendix I) which specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. These standards clarify the common ethical responsibilities held by school counseling professionals and serve to inform stakeholders of acceptable counselor practices and expected professional behavior.

At HIS, the counselors:

- Follow the ethical standards set forth by ASCA
- Follow the HIS Child Protection Policy
- Are versed on Chinese laws as they pertain to abuse issues
- Adhere to the Student Record Guidelines

HIS School Counseling Mission Statement

The mission of the HIS school counseling program aligns with the school vision:

The HIS Mission is to provide international learners with opportunities to pursue academic and personal excellence within a caring community.

The mission of the HIS counseling program is to facilitate each student's personal, social, academic and career development through the delivery of a comprehensive and developmental approach to guidance activities and personal counseling. This is a collaborative effort between the home, school and community aimed at fostering in students: personal responsibility, emotional intelligence, and flexibility in an ever-changing world as they work towards becoming confident, well-adjusted, and culturally sensitive global citizens.

What do HIS Counselors do?

Counseling

School counselors are available to provide 'brief counseling' to students. School counselors have large caseloads and have limited time to provide individual counseling services to students and families.

Typically, counselors spend about one hour with an individual student or with a small group of students during the school day and sometimes a little longer when parents are involved. Given this reality, HIS school counselors use an approach often referred to as 'Brief Counseling' when providing counseling services to individual students and families. This approach is solution-focused, rather than problem-focused, and is designed to resolve current issues and concerns. The following principles guide the brief counseling approach:

- The major task of counseling is to help the student to think and act differently.
- The problem is redirected towards solutions that already exist.
- Only small change is necessary because change, no matter how small, creates the context for further change.
- Goals are framed in positive terms with the expectation for change.

If a counselor feels that brief counseling is not sufficient to meet a student's needs, then the counselor may make a referral to an external professional after consulting with the student's parent or guardian. Due to the transient nature of the Hangzhou community, the list of qualified child and adolescent service providers is continually changing. Counselors maintain the most up-to-date list. The school works in cooperation with the wider community to update the database of available psychiatric and psychological professionals.

Individual Counseling

The school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services. At HIS counselors:

- Understand the individual needs of students.
- Assess the needs, and develops a plan of action, to best assist the student.
- Provide individual support as needed.
- Refer to appropriate community resources as needed.

Group Counseling

The school counselor understands and implements principles of group counseling in the school setting. Counselors at HIS believe in the benefits that group counseling can provide and will provide group counseling should the need arise to address problems specific to the group of identified students.

Academic Development

The school counselor understands the learning process and the academic environment and develops programs and interventions that promote the achievement of all students. At HIS counselors:

- Consult with teachers, administrators, and parents concerning the academic needs of students.
- Consult with Student Support Services Department members to ensure that students with special needs are being supported appropriately.
- Consult with the IB DP Coordinator, teachers, students and parents to ensure proper placement so that all students will have the appropriate classes for tertiary education.
- Provide support to students to allow for academic success.

Career Development

The school counselor is knowledgeable about the world of work, career theories, and related life processes, and develops programs and interventions to promote the career development of all students. At HIS counselors:

- Administer career, interest, and personality assessments.
- Facilitate the exploration of careers and university majors/courses that support careers.
- Liaise with the IB DP and MYP Coordinators, teachers, students and parents to assist in individual students' subject and program choices in the 10th Grade, and subsequently if necessary.
- Advise on appropriate post-secondary placement for desired career training.
- Advise on the college application processes of specific institutions, and/or countries.
- Advise on scholarship programs.
- Ensure that all required documentation, including parents' personal financial documents, are submitted to institutions in a timely manner.

Personal/Social Development

The school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.

Personal and Social Education is integrated into the IB PYP program in the early years and primary school. The counselor provides additional classes for K to 5 on topics such as self-awareness, self-management, interpersonal skills, skills for building relationships and expectations of behavior.

In the secondary school Personal and Social Education is delivered through the Advisory system by advisors, counselors and external experts. The scope and sequence of the content of the program is determined developmentally and is designed jointly by the IB MYP Coordinator and the Middle School Counselor.

Individual Student Planning

The school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, academic and career competencies. At HIS counselors:

- Are available for individual meetings with students and parents to address developmental, academic, social, behavioral, emotional, and academic needs.
- Create and monitor a plan of action to ensure the success of each student.
- Provide one-on-one university counseling throughout the application process.

Consultation

The school counselor understands various consultation models and maintains collaborative relationships within and outside the school community. At HIS counselors:

Regularly consult with administration and teachers to ensure that students' needs are being met:

- Consult with parents as necessary.
- Consult with community professionals as necessary.
- Consult with university admissions representatives as necessary.

Systems Support

The school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive and developmental school counseling program. At HIS counselors:

- Are involved in all aspects of the school community
- Are members of committees and groups that are responsible for developing and implementing change in the school environment.
- Provide workshops for administration and staff to address the needs of students.
- Regularly undertake professional development to remain up-to-date on issues pertinent to counseling in an international environment.

Assessment

The school counselor understands concepts and implications of various assessment and evaluative instruments. At HIS College Counselors:

- Evaluates the university and career advising within the school, learns from changing university and workplace practices and published research, and make changes as necessary.
- Demonstrates the ability to interpret standardized tests and utilize the data for planning purposes for students.
- Administers the PSAT/NMSQT to 11th grade students.
- Offers the PSAT to students in grade 10.
- Utilizes the PSAT results (and NWEA MAP scores, school grades, and teacher recommendations) as a part of the university planning process.
- Arranges provision within the school for additional college readiness tests including SAT, ACT, Cambridge Assessments, etc.
- Informs students and their parents about external tests that may be required including UKCAT, TOEFL, IELTS, etc.
- May provide academic and cognitive assessments as needed and referred by the learning support team

Research and Program Evaluation

The competent school counselor understands the importance of, and engages in, research and program evaluation. At HIS counselors:

- Administers annual surveys to students, staff, and parents to gauge the impact of the counseling program.
- Makes any required adjustments to the counseling program as suggested by the results of surveys.

Professional Orientation and Identity

The school counselor understands and actively participates within the profession. At HIS counselors:

- Are involved in the counseling community in Hangzhou.
- Regularly attend workshops and conferences to remain up-to-date on trends in counseling and university advising.

Crisis Intervention

The school counselor understands and implements an appropriate response to a crisis and utilizes a variety of intervention strategies for students, families, and the community when facing emergency situations. At HIS counselors:

- Are available to assist with any crisis (personal or school wide) in accordance with the HIS Crisis Response Procedures
- Have a list of appropriate community resources for referral should the need arise.

Referral Process

Students may be referred to the counselor by parents, teachers, coordinators, administration, other students or students may self-refer. When teachers refer, they complete a Jot Form.

Issues pertaining to academic progress may result in a team meeting involving the educational professionals involved with the student. This is referred to a Student Support Team (SST) meeting.

Parent Education

The counselors work with parents as well as students. They offer information and resources relating to child and adolescent development and parenting skills, frequently on an individual and needs basis.

Articles are periodically published in the school newsletters, information is sent home, a counseling department section of the school website has been developed, and presentations are offered. (See Appendix 5 for the list of typical presentation topics offered by the counselors.)

Transitions and the Buddy System

The counselors and the wider school community help new families adjust to their new school environment. They offer an official orientation session and workshops on transitions. One-on-one counseling is available to assist both students and parents with the transition process.

In secondary school, class buddies are identified to help new students get settled in the first couple of weeks. Ideally, new students are introduced to their class buddies before they arrive at HIS so that they can make contact through email, social media, etc.

In the primary school, teachers assign buddies to new students when they enter the class.

For those families leaving HIS, a transition presentation is given, and counselors meet with students to discuss their feelings about their impending move.

Counselors are also frequently involved with the academic transition from school to school along with the relevant IB Coordinator (PYP, MYP or DP).

There is a transition program designed to assist 12th grade students and their families with adjustment to university and independent living.

Counselors also assist with the in-school transitions from elementary campus to secondary campus and grade 5 to 6, and the transition to IB DP in grades 10-11.

University/Career Guidance

Each grade 10 student attends taster courses and is personally interviewed (with their parents) and advised by the High School Counselor and the IB DP Coordinator to assist them in choosing the appropriate IB DP or High School program and subjects for Grades 11 and 12. The counselor meets with all students and their parents to advise and guide them through the university application process (or other post-secondary opportunities). Meetings generally begin to take place from Grade 10 onwards. Some university information is presented in a group format during formal presentations, and university representative visits.

The services provided are as follows:

- Grade 11 and 12 program and course selection (with the IB DP Coordinator);
- Introduction to international university admissions processes
- Parent information sessions concerning international university admissions processes and transitioning to university
- Career assessments
- Personality & strengths inventories
- University exploration
- Finding a “best match” for each student
- Scholarship search
- Coordinating university admission representative visits to HIS campus
- Essay writing
- Personal statement writing
- Curriculum Vitae (Resumé) and Letter of Intent writing
- Assistance with obtaining letters of recommendation
- One-on-one parent meetings to discuss the application process
- One-on-one student meetings throughout the exploration and application process
- Transcript requests for university applications
- Assistance with financial aid applications
- Mailing or uploading application materials at specified times
- College test requirement advice
- Student study visa advice
- Transition to university activities and information
- Assistance with GAP year decisions

Should students decide to take a GAP year, the counselor will still assist them with their university application process.

Most students apply to universities in the US, UK, Canada or Asia; however, the HIS Counselors can assist with advising and the submission of applications all over the world.

Transcripts

Transcripts are produced by the upper school counselors. Should a student wish to transfer schools the HIS transcripts and other school documentation are available upon request. Requests should be made through the Admissions Office (admissions@his-china.org). Transcript and school documentation requests for university applications are made through the College Counselors.

Speech and Language Services

Introduction

Speech and Language Therapy (SLT) is a paid service offered at HIS by a qualified Speech Language Therapist. Speech services are required to help a person learn to make specific speech sounds or so that they can be better understood when orally communicating. Sometimes this occurs when a child has trouble pronouncing certain sounds or may have a lisp or stutter. Our speech therapist can help our students learn to communicate more effectively and clearly. Language therapy often has to do with developing receptive (understanding) language or expressive (being able to express thoughts) language in students. We can also support social communication issues through speech/language therapy.

Referral Process

A teacher, parent, administrator or the student themselves can refer to the Speech-Language Therapist. After observations, screenings and assessments, the therapist will determine whether or not SLT (speech-language therapy) is needed. This service can be provided at HIS for an additional fee.

Entry and Exit Criteria

Once it is determined that a student meets the criteria for SLT, the therapist, teacher, parents and students (if appropriate) will develop a plan and determine appropriate goals. Once goals are met, the team may decide that SLT is no longer needed.

Assessment, Monitoring, and Reporting

As is the case with all extra support at HIS, SLT starts with referral and assessment to see if there is a need. As such, there is continuous progress monitoring done by the therapist as the sessions progress. Official reports will be sent at the semester, but parents often receive updates weekly from the Speech-Language Therapist on their child's progress.

Occupational Therapy

Occupational Therapy (OT) is occasionally to improve a person's ability to perform daily activities. This can include improving motor skills, visual perceptual skills, helping manage sensory needs or attention needs.

An Occupational Therapist may do this by helping with:

- physical abilities like strength, balance and coordination
- mental abilities like memory, coping strategies, organizational skills
- materials or devices that can be used to participate in activities like furniture, utensils, tools or clothes
- physical setup of classrooms, workspace or other environment

While HIS does not currently have an Occupational Therapist on staff, we are able to help refer families to OT services in Hangzhou if the Student Support Team or parents feel these services are needed.

Differentiated Learning

What is Differentiated Instruction?

Differentiated instruction is a mindset more than a set of strategies, an approach to the existing curriculum, rather than a new curriculum. Teachers differentiate content, process, products, and the learning environment, employ continuous individual formative assessment and incorporate flexible grouping; all this when implemented has proven differentiated instruction to be very successful in allowing all students to grow, learn and succeed.

“Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment” (Abbott, 2014). When teachers differentiate their instruction, they tailor curricular content and teaching methods to match each student’s individual needs, whether the student needs learning support, is solidly keeping pace with the curriculum or is seeking to go beyond. The supportive and flexible learning environment at HIS is perfect for the implementation of differentiation.

Goals of Differentiation

Classroom teachers’ efforts must be to challenge and support each individual student’s learning. Classroom teachers engage individuals and small groups using a variety of teaching strategies creating learning experiences that meet each child’s needs. The objective of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum (Hall, 2002).

Classroom teachers differentiate four classroom elements based on student readiness, interest, and learning profile:

- Content: information that each student needs or wants to learn and how the student will get access to that information
- Process: activities in which each student engages in order to make sense of, master, or expand the content
- Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
- Learning environment: the feel and dynamics of the classroom.

Effective Differentiation is not

- a one size fits all approach
- giving some students more work and giving other students less work
- creating 20 different lesson plans for 20 different students
- teaching to the middle
- a formulaic approach to instruction

Role of the Classroom Teacher

- Know their students- this includes strengths and weaknesses, languages spoken, nationality, culture, interests, learning preferences, prior knowledge, background information
- Know the curriculum- teachers need to know the essential concepts, knowledge and skills students need to learn. They also need to be clear about why the students need to know these.
- Develop a range of effective strategies- strategies should be research based and chosen explicitly to meet the need of each of the students.
- Use effective assessment- choose from a range of formative and summative assessments to inform instruction and the student’s learning.

Six Strategies that HIS Teachers Use to Differentiate Instruction:

1. **Flexible Grouping:** Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to be challenged appropriately based on their interest and ability and to observe and learn from one another.
2. **Choice:** Teachers offer students choice in the tasks and projects they complete, which are aligned with learning goals. By negotiating with students, teachers can create motivating assignments that meet students' diverse needs and varied interests.
3. **Ongoing, Formative Assessment:** Teachers continually assess to identify students' strengths and areas of need so they can meet students where they are and help them move forward
4. **Scaffolding:** When teachers scaffold instruction, they typically break up a learning experience, concept, or skill into discrete parts, and then give students the assistance they need to learn each part based on their ability and learning needs.
5. **Independent Work:** Students work independently on different tasks and projects suited to their interests and abilities in order to achieve learning goals.
6. **Pre-Assessment:** Teachers design and administer pre-assessments to determine a student's knowledge, understanding and skill prior to the unit of study. Teachers use the results of these, assessments to tailor instruction to meet student needs and prevent covering material that students already know.

Final Comment

Differentiation is not easy; it is complicated and time consuming. A classroom teacher can differentiate instruction more effectively when working with colleagues to brainstorm, plan, implement, review and reflect. Consequently, members of the HIS faculty are deeply committed to collaborating with colleagues who teach in their department, grade level, and team to help meet each individual child's needs.

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Hangzhou International School

Positive Behavior Guidelines



Aim of HIS Positive Behavior Guidelines

The aim of these guideline is to develop a caring, safe, and positive school environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognized and respected. These aims are aligned with the HIS's General Learning Targets (GLTs):

Effective Communication
Higher Level Thinking
A Solid Foundation of Knowledge Positive Behaviors,
and Approaches to Learnings
International Mindedness
Community Appreciation.

We expect students to behave in a way that is conducive to a productive educational environment. This means that students will not only strive to take full advantage of their own learning, but also ensure that they do not interfere with others trying to do the same.

Good behavior at HIS means that there are opportunities for students to pursue academic and personal excellence within a caring community. Interactions amongst all members of the HIS community will be positive and encouraging. The learning environment at HIS will be conducive academic success and foster the wellbeing and resilience of capable young people.

At HIS, we recognize that it is important to consider how cultural differences impact how we relate to aspects of behavior and behavior management. This includes, but is not exhaustive of, the conceptualization of issues such as apologies, punishment, praise, and eye-contact. As an organization we are reflexively learning and adapting our approaches to ensure we create a positive learning environment whilst carefully considering the cultural differences that exist within the HIS community.



Objectives of Good Behavior

At HIS, we strive for positive behavior in a positive environment through:

- A consistent application of the behavior guidelines throughout the school
- Acknowledging, following, and reviewing agreed behavioral guidelines
- Collaborating with all members of the HIS school community (faculty, students, and parents)
- Encouraging and rewarding positive behavior and respect
- Creating a stimulating classroom environment
- Acknowledging students' individual needs and unique cultural differences

HIS faculty and staff can achieve this through:

- Creating and monitoring positive relationships with students
- Applying behavioral guidelines in a fair, firm, and consistent way
- Setting a good example and being a positive role model
- Rewarding positive behavior
- Providing learning opportunities when mistakes are made
- Actively listening to students
- Assuming good will during interactions with all students



HIS & IB Learner Profile:

At HIS, we aim to develop internationally minded people who help to create a better and more peaceful world. This begins with our school community. HIS learners strive to be:

- **Inquirers:** we nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others.
- **Knowledgeable:** we develop and use conceptual understanding, exploring knowledge across a range of disciplines.
- **Thinkers:** we use critical and creative thinking skills to analyze and take responsible action in complex problems.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. This means we don't exclude others with the language we use in school, and we take direction from teachers about which language to use in the class. We use language to show respect and empathy towards others.
- **Principled:** we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We understand the importance of academic honesty and only submit work that we have completed.
- **Open-minded:** we critically appreciate our own cultures and personal histories, as well as the value and tradition of others. We are careful to not exclude others who are different to ourselves.
- **Caring:** we show empathy, compassion, and respect. We act to make a positive difference in the lives of others in the world around us. This means we act in a respectful way towards all members of the HIS community. We keep hands, objects, and unhelpful comments to ourselves.
- **Risk-takers:** we approach uncertainty with forethought and determination. We are resourceful and resilient in the face of challenges and change.
- **Balanced:** we understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being of ourselves and others.
- **Reflective:** we thoughtfully consider the world and our own ideas and experiences.





What does positive behavior look like for HIS students?

Rules of Behavior for the classroom:

- 1) Arrive on time for class, be fully equipped, and ready to work.
- 2) Follow instructions first time.
- 3) No shouting, interrupting, name-calling, or teasing.
- 4) Keep hands, feet, and objects to yourself.
- 5) Stay on task and allow others to do the same.
- 6) Use technology the way the teacher has instructed.
- 7) Respecting and preserving the school environment.

Speak respectfully to staff, this means:

- 1) Speaking at the right volume and with a polite tone.
- 2) Speaking when it is appropriate to do so.
- 3) Using polite and respectful language.
- 4) Trying to speak in the language you have been instructed to.

Behave respectfully to staff, this means:

- 1) Following reasonable requests without arguments.
- 2) Entering and leaving the classrooms safely.
- 3) Sitting where you are asked.
- 4) Showing that you are ready to learn.

Speak respectfully to other students, this means:

- 1) Speaking at the right volume and with a polite tone.
- 2) Speaking in a language that does not exclude others.
- 3) Using language that is not intended to offend others. This includes swear words (in all languages) and any form of discriminatory hate speech.
- 4) Working co-operatively with other students when asked to.

Behave respectfully towards other students, this means:

- 1) Avoiding unnecessary physical contact with other students.
- 2) Moving around the school in a safe and sensible way.
- 3) Respecting other students' space.



What does positive behavior look like for HIS students?

Rules of Behavior for the classroom:

- 8) Arrive on time for class, be fully equipped, and ready to work.
- 9) Follow instructions first time.
- 10) No shouting, interrupting, name-calling, or teasing.
- 11) Keep hands, feet, and objects to yourself.
- 12) Stay on task and allow others to do the same.
- 13) Use technology the way the teacher has instructed.
- 14) Respecting and preserving the school environment.

Speak respectfully to staff, this means:

- 5) Speaking at the right volume and with a polite tone.
- 6) Speaking when it is appropriate to do so.
- 7) Using polite and respectful language.
- 8) Trying to speak in the language you have been instructed to.

Behave respectfully to staff, this means:

- 5) Following reasonable requests without arguments.
- 6) Entering and leaving the classrooms safely.
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- 8) Working co-operatively with other students when asked to.

Behave respectfully towards other students, this means:

- 4) Avoiding unnecessary physical contact with other students.
- 5) Moving around the school in a safe and sensible way.
- 6) Respecting other students' space.



Rewarding Positive Behavior

Rewarding and reinforcing positive behavior is at the core of how we create a positive learning environment at HIS. We will always notice and reward positive behavior in a variety of different ways.

Weekly Student Recognition: Students are also publicly recognized for contributions to the school the community which go above and beyond. For example, from teachers in Grade level WeChat groups, through Student Council, or through the Newsletter. On some occasions, recognition and rewards will be issued to whole groups of students (e.g., Grade Levels or advisory groups).

Praise Postcards: Teaching faculty will also award Praise Postcards for students who have demonstrated actions and behaviors which are considered outstanding.

Awards and Recognitions: Students are nominated for awards and certificates at the end of each semester.



Restorative Conversations

At HIS, we understand that young people sometimes make poor behavioral decisions. We embrace restorative practices because we want to empower students to learn from their choices, to understand their impacts, and to grow personally in their ability to make better future decisions and resolve problems. Restorative Conversations are used to rebuild relationships between two parties. These are facilitated by the School Counsellor. The primary aim of the Restorative Conversation is to repair potentially broken relationships and provide an opportunity for growth.

Although each Restorative Conversations will be different based on the student, their context, and their needs, there is a general arch the conversation should follow in order to best support students' choices. These are outlined by the following phases:

| Phase 1: | Facilitated Student Reflection |
|----------|--|
| | Use open-ended, non-judgmental questions or statements to facilitate student reflection. Remain on topic by redirecting attempts to blame other students or make excuses. Help the student gather their thoughts and calm down. The student will complete a written reflection first before starting this conversation. |
| Phase 2: | Discuss & Address Student Need |
| | The facilitator will explore any potential unmet needs or antecedents that may have triggered the behavior. Consequently, the facilitator helps the student identify areas of skill development and/or support that would result in an improved response in the future. |
| Phase 3: | Plan to Restore Relationship |
| | The facilitator poses questions that promotes restorative reflection to help the student identify how their actions impact others and support them as they create a plan for fixing any harm. Facilitators should remain consistently calm, neutral, and positive throughout. The conversation should not be treated as an extended consequence or lecture. The focus should be building skills and problem-solving. The Restorative Conversation must be put on-hold if the facilitator, teacher, or student are still in an emotionally charged state. |



Hangzhou International School

杭州国际学校

At HIS, we understand that there will be times when some students have difficulty with acting responsibly and making good choices. In such cases, we believe that consequences for misbehavior need to be fair to help students develop self-management and personal responsibility to provide a learning opportunity. To maintain consistent, HIS operates within a series of consequential guidelines. The following aspects of behavior are not acceptable at HIS. They are divided into four different categories 1 – 4 ranging from low-level poor behavior to more serious incidents.

| Category 1: Low-level Behavior | Category 2: A single more disruptive incident and/or persistent category 1 behaviors |
|---|--|
| Low-level chatting. Calling out in lessons. Inappropriate language (including not speaking English where applicable). Incorrect uniform. No homework submitted – one incident. Not submitting assessment – one incident. Reluctance to follow instructions. Lateness to lessons (occasional & without excuse). Misuse of technology and classroom equipment. Chewing gum. | Disrespect to another person. Arguing with another person. Low-level persistent disruption of learning. Frequent/repeated lateness (without excuse). Failure to follow a teacher's instruction (2nd warning). Minor damage to school property. Failure to attend teacher detention. Swearing (all languages). |
| Category 3: A single serious incident | Category 4: A single very serious incident |
| Verbal abuse to staff (all languages). Verbal bullying of another student. Physical bullying of another student. Cyber bullying of another student. Incidents of fighting. Defiance of teacher instructions. Damage to school property. Plagiarism or academic dishonesty. | Possession of an offensive weapon or banned substances. Theft (school and student property). Serious and ongoing bullying. Serious assaults on a student. Assaulting a member of staff. Sexual or indecent assault. Possession, consuming or supplying banned substances (tobacco (all types), alcohol, drugs). Possessing, sharing, accessing, or creating pornographic material. Hacking, spamming, or tampering with school or students' computers. |



Wherever possible, the pupil should:

- Always have a clear understanding of the mistake they have made,
- Be given instructions about the expectations of HIS behavior which are developmentally appropriate,
- Seek to remedy the impact of their mistake (e.g., an apology, completing work to a higher standard),
- Have an opportunity to reflect on their mistakes and consider a better response in the future,
- Given support and help to repair and restore any potentially broken relationships (see Restorative Practices).

Listed below are possible consequences for disciplinary incidents which may be single, sequential, or simultaneous and will take into consideration the severity of the incident as well as the contingent individual situations considering the each individual situation (ETC).

| Stages of Sanction | | Example of Sanction | Example of behavior |
|--------------------|--------------------------------|---|---------------------|
| A | Verbal Warning | E.g., students are reminded of expectations. | Category 1 |
| | 2 nd Verbal Warning | E.g., students are reminded of expectations | Category 1 |
| | Teacher Consequence | E.g., student moved to a different part of the class, temporary mandatory office-hours. | Category 1 |
| | Teacher Consequence | E.g., confiscate item for day | Category 1 |
| | Teacher Consequence | E.g., Detention (lunch or after school) & email home. | Category 1 |
| B | Advisory Teacher Involvement | E.g., 1:1 discussion & email home | Category 2 |
| | Grade Level Leader Involvement | E.g., Detention & email home, parent meeting. | Category 2 |
| C | Principal Involvement | E.g., Detention (after school), phone call home, parent meeting, | Category 2 / 3 |
| | Principal Involvement | E.g., Detention (after school), parent meeting, report card. | Category 2 / 3 |
| D | Internal Exclusion | Parental-school-student agreement. | Category 3 / 4 |
| | Fixed-term Exclusion | Involvement from principals, directors and | Category 3 / 4 |
| | Permanent Exclusion | school board. | Category 3 / 4 |



Hangzhou International School
杭州国际学校

