

Learning Support Program

The SCIS mission is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities. The SCIS Learning Support Program extends that mission by celebrating diversity and welcoming students with learning variability, as we believe that diversity enriches the whole community. Mild to intensive learning support can be provided, given that the resources are available to meet the needs of the student.

Student learning is considered a collaborative effort. A multi-disciplinary team, including specially trained learning support professionals, school counselors, educational psychologist and speech and language pathologists, work closely with teachers and administrators to ensure that students' diverse needs are met. Parents are vital partners in the collaborative process. Together we create an individualized, comprehensive set of goals to maximize learning for each student.





How do we offer support?

Providing all students access to the curriculum is a primary responsibility of all SCIS teachers. At a foundational level, all teachers offer differentiated instruction, taking into account students' individual learning styles, strengths, and weaknesses.

The Learning Support Program provides interventions, as well as mild to intensive levels of academic support. Also under the umbrella of learning support are speech therapy, language therapy, and social communication therapy. The program is broken down into four levels of learning support. The level of support depends on the identified learning needs and language-related therapy.

The delivery of services for both learning support and language-related therapy depends on individual student's needs. Service delivery may include one or a combination of the following:

- Consultation
- Small group instruction
- In-class support
- Individualized instruction

Support may include one or a combination of the following:

- Reading
- Math
- Speech and language
- Writing
- Social/emotional/behavioral

Monitor Only

- Student receives learning support up to 1 hour weekly
- The student may benefit from accommodations (changes to the environment that enables the student to access instruction)
- The student participates in all academic classes as expected, with regular progress monitoring

Mild

- Student receives learning support up to 4 hours weekly
- Student may benefit from accommodations

Moderate

- Student receives learning support up to 7 hours weekly
- Student typically benefits from accommodations

Intensive

- Student receives learning support up to 10 hours weekly
- Student typically benefits from accommodations and/or modifications

Academy

The SCIS Academy is a specialized program designed for students who need highly modified curriculum and instruction in order to achieve educational success. The program provides students identified with developmental or intellectual disabilities with a positive learning experience that builds on individual strengths, supports self-advocacy and independence. Academy students receive instruction in a combination of a self-contained classroom setting, specialized and mainstream courses depending on the student's individual needs. A goal for each student in the Academy is to be integrated with typically developing peers to the greatest extent possible. Specially trained learning support faculty create instructional programs focused on functional academics, social, emotional and life skill development. Academy faculty support students in mainstream courses through regular collaboration with subject teachers and/or support in mainstream classes.

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What **formal testing** is available or required?

Educational evaluations are required to identify learning and/or developmental needs. Evaluations also provide information important in identifying instructional techniques based on individual strengths and struggles. Educational evaluations typically consists of formal cognitive and academic testing as core assessments. Additional assessments may be requested based on specific concerns. The need for educational evaluation is determined on a case-by-case basis. Initial evaluation is conducted to support recommended services and subsequent triennial evaluations are required to ensure the delivery of appropriate services as students develop. Outside agencies in the community may also be recommended for evaluations.

How do we **document student plans**?

Each student enrolled in the Learning Support Program will have an Individualized Learning Plan (ILP), which describes the student's learning profile and outlines educational goals. Any accommodations and modifications are also identified through the ILP. The student's multidisciplinary team (teachers, parents, etc.) review the ILP annually to ensure a common direction and consistent approaches for support.

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How do we make **admissions decisions**?

The application process balances the principles of inclusion with the need to ensure appropriate support is available. Each application to the Learning Support Program is thoroughly reviewed by the Director of Student Support, Director of Admissions, and respective administrators. All admissions decisions are informed by and contingent upon the match between the student's needs and the level of services available at SCIS. To support the neurodiversity of our student population and our philosophy of an inclusive school, admission to the Learning Support Program requires that all school-aged members of the family unit attend the same SCIS campus.

Are there **additional fees** associated with this program?

Learning support services, speech and language therapy and educational evaluations carry fees in addition to tuition. Fees for services are based on the level of need. These services are billed through an invoice from SCIS. Please contact the Director of Student Support Services for fee details.

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If you have additional questions about the Learning Support Program, please contact our Admissions Department at admissions@scis-china.org



Hongqiao Main Campus

1161 Hongqiao Road, Shanghai 200015
Phone: 86-21-6261-4338

Pudong Campus

198 Hengqiao Road, Kangqiao,
Pudong, Shanghai, China 201315
Phone: 86-21-5812-9888

Hongqiao ECE Campus

2212 Hongqiao Road, Shanghai 200336
Phone: 86-21-6295-1222

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