

Student and Learning Support Program



The SCIS mission is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities. The SCIS Student and Learning Support Program extends that mission by celebrating diversity and welcoming students with learning variability, as we believe that diversity enriches the whole community.

SCIS Inclusive Learning Principles

Every educator is an educator of all students and should be knowledgeable about teaching students with a wide range of learning needs.

Student learning is maximized in a diverse and collaborative environment where all students feel a sense of belonging.

Learning is considered from a strengths-based perspective.



All students are capable of learning, have gifts to be nurtured and celebrated, and deserve the opportunity to fulfil their greatest potential.



Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student.



Learning diversity is valued as a rich resource for building inclusive communities.



Follow SCIS adopted procedures to respond to all student needs

Collaboratively design learning experiences that address the variability of learners

Identify and remove barriers to learning

MULTI-TIERED SYSTEMS OF STUDENT SUPPORT

Tier 1

Providing all students access to the curriculum is a primary responsibility of all SCIS teachers. At a foundational level, all teachers utilize Universal Design of Learning and offer differentiated instruction, taking into account students' individual learning styles, strengths, and weaknesses. This is considered a Tier I support. Teachers are also able to access support and collaboration with our Student Support Team if students are having difficulty accessing the instruction or are having behavioral/social/emotional difficulties.

Tier 2

At the beginning of each school year, we provide universal screeners (such as NWEA MAP Assessments and the Dibels reading assessment). The Student Support Team reviews this data in conjunction with teacher-generated data to determine if students require interventions. Student Support Teachers provide intervention groups based on this information, and data is tracked for a full cycle of four to eight weeks. After each cycle, data is reviewed to determine if a student is making adequate progress to exit the Student Support Program. If interventions continue, the team will track data for another full cycle of four to eight weeks, and then evaluate. If after two cycles the student continues to not make adequate progress, the team will recommend the next steps, which may include a formal educational psychological evaluation. The findings from this educational evaluation may indicate the necessity for Tier 3 Paid Learning Support.

PAID PROGRAM

Tier 3

If a student is assessed and determined to be neurodiverse and require a higher level of support, learning support is provided. The Learning Support Program provides interventions, monitors student progress through an Individualized Learning Plan (ILP) and provides academic and/or social/emotional/behavioral support. Also under the umbrella of learning support are speech therapy, language therapy, and social communication therapy. The program is broken down into three levels of Learning Support at Hongqiao: monitor, mild and moderate. At Pudong, the program is broken down into five levels of learning support: monitor, mild, moderate, intensive, and Learning Academy. The level of support depends on the identified needs.



HOW DO WE OFFER LEARNING SUPPORT?

The Learning Support Program provides mild to intensive levels of academic and/or social/emotional/behavioral support. Also, under the umbrella of learning support are speech therapy, language therapy, and social communication therapy. The program is broken down into levels of learning support.

The delivery of services for both learning support and speech 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
- Executive functioning



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

LEARNING ACADEMY

The SCIS Learning 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. Learning 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 Learning 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. Learning Academy faculty support students in mainstream courses through regular collaboration with subject teachers and/or support in mainstream classes.

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 consist 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. SCIS has a school psychologist that conducts these assessments when recommended. These assessments are billed through an invoice from SCIS.

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.

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. We are pleased to have experienced professionals on staff at SCIS to provide these fees at a significantly discounted rate compared to outside agencies. Fees for services are based on the level of need. These services are billed through an invoice from SCIS.

***Behavior that impacts the safety, wellbeing and learning of others will be addressed through the school's administrators through disciplinary measures. In some cases, the school may recommend that outsourced supports be carried out earlier in the process.**

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