

# Learning Support Program

The SCIS mission is to provide its students with opportunities to pursue academic and personal excellence in a nurturing, international-community environment. The SCIS Pudong Learning Support Program extends that mission by celebrating diversity and welcoming students who learn differently, as we believe that diversity enriches the whole community. Mild to moderate learning support can be provided, given that we feel confident in our abilities to meet the needs of students who learn in their own unique way.

We look at student learning through a best practice collaborative approach. A variety of in-house professionals support children with learning needs by looking through his/her own “lens” of expertise. These professionals [Learning Support Specialists, School Counselor, School Psychologist, and a Speech Language Pathologist] work closely with teachers and administrators to ensure that students’ diverse learning needs are met. We also view parents as partners in ensuring student success. Together we create an individualized, comprehensive set of goals to maximize learning for each child.



# 1

## 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 moderate 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
- In-class support
- Small group instruction
- Individualized instruction

Support may include one or a combination of the following:

- Literacy support
- Math support
- Study and organizational skills
- Social skills
- Speech Therapy
- Language Therapy

### Level 1

- Student receives supplemental instruction to increase or build a skill (intervention).
- An intervention catches a student "up to speed" and is short-term.
- Changes to the environment that enables the student to access instruction (accommodations) may also be provided.

### Level 2

- Student receives learning support up to 4 hours weekly.
- Student may benefit from accommodations
- Student may benefit from alterations that change expectations (modifications)

### Level 3

- Student receives learning support up to 7 hours weekly.
- Student typically benefits from accommodations
- Student may benefit from modifications

### Level 4

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

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# 2

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

Psychoeducational evaluations are required in order to identify learning or developmental needs. They also provide information that is important in identifying instructional techniques based on individual strengths and struggles. Psychoeducational testing typically consists of formal cognitive and academic testing as core assessments. Additional assessments may be requested based on specific concerns.

The need for psychoeducational assessments are determined on a case-by-case basis. Outside agencies in the community may be recommended for assessments. Any psychoeducational testing conducted by SCIS is included in the standard tuition fees.

## 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.

# 3

# 4

## 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. Students who are receiving additional support in school are required to have all age appropriate siblings attend SCIS, subject to space.

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

Learning support services, for all levels and language-related therapy, carry a fee in addition to the tuition. Fees for services are based on the level of identified need. These services are billed through a tuition invoice from SCIS. Please contact the Director of Student Support for fee details.

# 5

If you have additional questions about the Learning Support Program, please contact the Director of Student Support Services, Brenda Dean at [bdean@scis-his.org](mailto:bdean@scis-his.org)

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