



Student Support Services & Inclusion Policy Guidelines

Purpose

Hangzhou International School (HIS) is committed to providing international learners with valuable opportunities to pursue academic and personal excellence within a caring community. We strongly believe that the key to student success is building partnerships between all stakeholders (students, parents, faculty, learning specialists, administrators). Our aim is to foster an inclusive learning environment that embraces diversity, encourages inquiry, challenges the intellect, and promotes positive behaviors and attitudes.

Statement of Policy

HIS aims to serve all children of the international community in Hangzhou to the best of its ability. At HIS, we believe all students can learn and succeed. 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 regular classroom setting.

The school administration will publish a Student Support Services Handbook that further describes its philosophy and practices of inclusion, and the different types and coordinated levels of support provided at HIS, especially as related to social/emotional counselling, learning support, psychomotor skills, and language development. Costs associated with tuition for students receiving significant support will be borne by the student's parents with some subsidizing by the school or external sponsors with the understanding that additional expertise benefits the entire student population. The school will establish admissions practices that ensure school resources are able to meet the needs of admitted students and that only a limited and manageable portion of the student population receives individualized support services.

Student Support Team

The Student Support Team is composed of two full-time learning specialists and a full-time school counselor. At the lower school level, the learning specialist administers academic assessments, provides consultation, and learning support services in the format of both push-in and small group instruction. Upper school students receive targeted supports from faculty and learning specialist, drop-in sessions for additional support, and close monitoring for progress towards individualized goals. Students receive support during the school day, as well as after-school hours. The school counselor offers a range of social and emotional support services to families, including parent workshops, consultation, individual and group guidance, and referrals.

Admissions

HIS prides itself for offering an inclusive program that serves an international community of learners with distinct student profiles. Our application process ensures that our program is equipped to provide the appropriate services and support for all students. In order to best serve our students, parents and guardians are required to disclose detailed information regarding

specific learning and social-behavioral needs. Upon admission, a conditional contract may be required to ensure that HIS can meet the individual needs of the student.

Confidentiality

At Hangzhou International School, confidential evaluations are shared with the division principals, learning specialists, and school counselor. This team works closely to ensure that relevant and confidential information is then shared with key members of faculty. In an effort for us to centralize our documentation, please only send confidential evaluations directly to the Student Support Team rather than teachers or advisors.

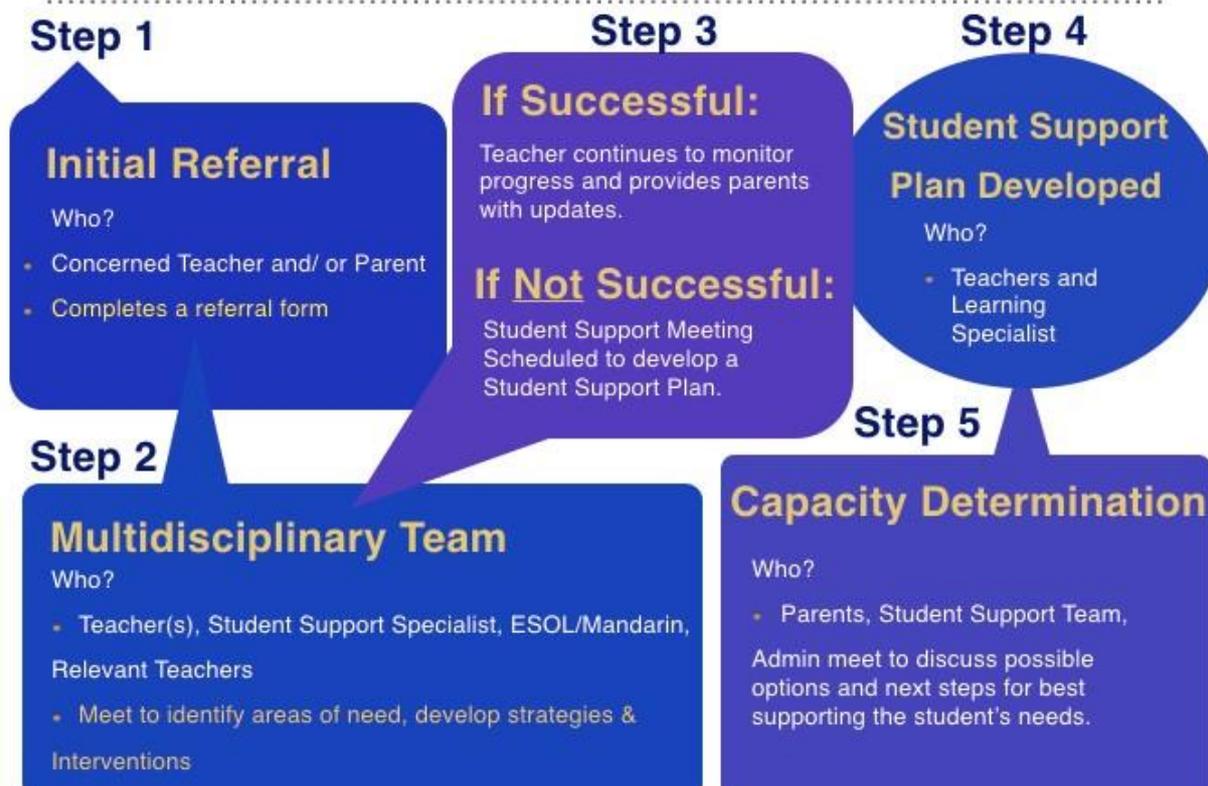
Parental permission must be on file in order for us to share and exchange information with external partners. The Release of Information form is located on the school’s website and should be completed/returned to the Student Support Team.

HIS policy requires that faculty and staff only discuss academic and behavioral concerns in a discrete manner that respects the privacy of students and families.

Referral

The goal of our referral process is to identify students who require supports and to develop a learning plan in a timely fashion.

HIS REFERRAL PROCESS FOR ACADEMIC CONCERNS



Initial Referral

Student performance is continuously monitored through universal screening procedures that include but are not limited to benchmark assessments, interim assessments, summative progress, and observations. Prior to the referral process, teachers are equipped with classroom strategies for individuals and provided with tools to monitor student progress. SST is available to consult with faculty and provide support developing individualized strategies for students. The referral process begins when a teacher or parent shares a concern regarding student progress. In the initial stage of the referral, a teacher documents current data and strategies already in place. The Student Support Team collaborates with faculty to develop evidence-based interventions. Supplemental assessments are administered to students to identify individualized short-term goals.

Informal Student Support Plan

If student progress is not observed during this stage, a student support plan will be developed to address specific needs. The student support plan may include short-term accommodations, additional academic support, and/or consultation. After 4-6 weeks of implementation, the support plan will be reviewed and adjusted as needed. If inadequate progress is made, the Student Support Team will request an evaluation from a qualified specialist in the community.

Evaluations

A comprehensive evaluation may be requested to help our teaching team and specialists formulate strategies to address a student's strengths and areas of need. These evaluations may include, but are not limited to:

- Psychoeducational Evaluation
- Speech and Language Evaluation
- Occupational Therapy Evaluation
- Audiological Evaluation
- Applied Behavioral Analysis

Once an evaluation is recommended, families will schedule an appointment with an external agency within a mutually agreed upon timeline. Please keep in mind that the evaluation process takes time and appointments can be limited. The cost of a formal evaluation is not covered by the HIS tuition. Families may discuss financial details directly with external agencies and insurance providers. In some cases, international and local insurance plans may provide coverage for external services. To support your student, HIS requires that families share evaluation results.

Formal Student Support Plan

Upon review of evaluation results, the Student Support Team will use recommendations as a guide to formulate a Student Support Plan. The Student Support Plan will highlight areas of strength, areas in need of development, and recommendations for instruction. Reasonable accommodations and/or modifications may also be included in this plan.

Capacity Determination

Student progress is frequently monitored by the Student Support Team, Administration, and Admissions to ensure that adequate progress is observed and documented. In the event that progress is not observed, a capacity determination meeting will be held to determine the best options for the student's success. In certain cases, the student may require additional related

services such as those listed above in **Evaluations**. Some students may need a more specialized curriculum that is geared towards their individual needs. The annual renewal of enrollment is based on our capacity to best serve all students; thus, we cannot guarantee renewal each academic year.

Inclusion Policy

Across Upper and Lower School divisions, all students will participate in the IB program at Hangzhou International School. The inquiry-based curriculum allows for educators to adjust material with regard to the skill level of the student, previous learning experience, and the current unit of study. We make reasonable accommodations, modifications, and interventions within our school's capacity.

Learning Support Services

Our program offers three levels of support that promotes academic success. We deconstruct the instructional content to identify key skills students need to ensure for progress. The Student Support Team works in collaboration with classroom teachers to ensure that students have access to appropriate curriculum and can make progress towards expectations. Learning Specialists also work directly with students who require additional academic supports.

Tier 1: Referral and consultation.

Tier 2: Referral, consultation, modifications and accommodations implemented.

Tier 3: Referral, consultation, supplemental support, progress monitoring.

An annual review of records allows the student support specialists to determine whether a student will receive services the following school year.

Counseling Support

Comprehensive counseling and guidance services include social and communicative skills as they serve as a support to student learning. Counseling support need is established by our referral process and is then served in both group and individual settings with students, parents, and faculty. Guidance curriculum is provided to all students and is based upon needs as they arise. Guidance curriculum presentations foster progress in the developmental stages of students regarding self-regulation of emotions and communication skills. The larger goal of counseling support will be a reflection of personal progress toward learning and healthy involvement in the school community.

Tier 1: Referral and consultation.

Tier 2: Referral, initial in-take, monitoring.

Tier 3: Referral, initial in-take, on-going support, progress monitoring.



Progress Monitoring

Progress monitoring at Hangzhou International School consists of the following:

- Lower School:
 - Teacher check-ins
 - Informal assessments completed by learning specialist
 - School-wide reading screenings
 - Review of academic records
 - Communication with faculty and families

- Upper School:
 - Review of academic progress of students enrolled in MYP or DP as documented in ManageBac. Which entails,
 - Assignment Completion
 - Behaviors (Current Performance)
 - Anecdotal records
 - Summative and Formative Assessments
 - Informal assessments completed by learning specialist
 - Communication with faculty and families
 - Any student with an academic support plan should have a psychoeducational evaluation on file completed no later than grade 9. This will ensure that appropriate accommodations are provided for standardized assessments.

- Counseling
 - Frequent Check-Ins
 - Anecdotal notes
 - Communication with faculty and families