Canadian International School of Hong Kong
Lower School
Student Support Policy and Procedures

Introduction
All students should be given opportunities to develop to their full potential according to their unique set of strengths and needs. Students will reach their optimum potential when their social, emotional and academic needs are met through school, home and peer networks.

In order to develop to their full potential, students need to be part of a positive learning environment in which varied learning styles and differences are valued and addressed.

While it is recognized that all students have specific preferred learning styles, there is a portion of the population that also has specifically identified emotional, social, behavioural or academic challenges that may affect their self esteem, their acceptance by others, and their potential developments.

Rationale
By providing students with the support they require at the earliest possible time, they have the greatest opportunity to develop “the knowledge, skills and confidence they need to succeed in the rapidly changing society.” Therefore, it is essential to look at the child as a whole, since academic success and social-emotional wellbeing are intricately linked.

Early identification of children at risk is vital in order to avoid the onset of a negative self-concept and to reduce the need for ongoing support in higher grades.

The appropriate support at the right time can allow students to develop a healthy self esteem and give them the skills to transfer their learning to everyday life in order to become full functioning and responsible members of society.

Policy
All students at CDNIS will be accepted, with their differences, and given the appropriate individual support required to develop, and maintain, a healthy sense of social and emotional wellbeing, and ultimately become independent learners able to confidently and competently access the classroom curriculum.

Students needing support to successfully access the classroom curriculum will not be exempted from language classes, except in unique circumstances, and then only after a decision made by the Learning Services Team in collaboration with the Lower School Leadership Team.
**Learner Profile**

Students working with the Learning Services Team will be supported to develop the attributes of the International Baccalaureate Learner Profile as they strive to be lifelong learners and responsible global citizens.

<table>
<thead>
<tr>
<th>Students are:</th>
<th>Learning Services encourage students to:</th>
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<tr>
<td><strong>Inquirers</strong></td>
<td>Be curious by asking logical, thought-provoking questions and using a wide range of resources to discover the joy of performing.</td>
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<tr>
<td><strong>Thinkers</strong></td>
<td>Think critically and creatively, using a variety of strategies to solve problems and make appropriate decisions.</td>
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<td><strong>Communicators</strong></td>
<td>Speak clearly, express ideas confidently and in different ways, and listen attentively to others.</td>
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<td><strong>Risk-takers</strong></td>
<td>Explore new experiences and challenges using new roles, ideas and strategies in order to develop confidence and independence of spirit while recognizing that mistakes are learning opportunities.</td>
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<tr>
<td><strong>Knowledgeable</strong></td>
<td>Explore themes of global relevance and acquire the necessary information to develop understanding of concepts and facts across various subject disciplines and topics.</td>
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<tr>
<td><strong>Principled</strong></td>
<td>Develop integrity and honesty, to have a sense of fairness and justice, to understand moral reasoning and to respect and follow CDNIS policies and procedures.</td>
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<tr>
<td><strong>Caring</strong></td>
<td>Show sensitivity to the needs and feelings of others by respecting others’ space, property, ideas, and individuality as well as have a sense of personal commitment to action and service within and outside the CDNIS community.</td>
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<tr>
<td><strong>Open-minded</strong></td>
<td>Listen to others people’s points of view and respect the values and traditions of different cultures.</td>
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<tr>
<td><strong>Well-balanced</strong></td>
<td>Develop their own sense of well-being and positive self-esteem while recognizing the importance of balance between work and play and their own unique identity.</td>
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<tr>
<td><strong>Reflective</strong></td>
<td>Evaluate daily experiences and set goals by analyzing personal strengths and weaknesses in a positive manner as they reflect upon their learning and progress.</td>
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PROCEDURES

Roles and Responsibilities
The Lower School at CDNIS offers an inclusive education for all learners within the context of the International Baccalaureate Primary Years Programme.

In order to support and directly serve the needs of students a Learning Services Team (LST) has been established, comprising Learning Support teachers and a counselor. Their role, and the provision and learning support across the Lower School, is overseen by the Lower School Leadership Team.

It is essential that in addition to the support offered by the members of the Learning Services Team, the ongoing support of students is viewed as a community responsibility with administrators, teachers, specialists, parents, and students working together in the best interest of each and every student.

Support must, in the first instance, occur in classrooms through differentiated teaching, learning and assessment. For students with identified, specific needs, additional support is provided through the Learning Services Team.

Specific roles are as follows:

Teachers

1. Look for positive attributes and strengths in all students and capitalise on them. Ensure all students are valued by everyone.
2. Be aware of the preferred learning styles and the needs of every student
3. Acquire current understanding of ‘exceptional’ learning needs
4. Differentiate planning, teaching, learning tasks and assessment
5. Follow school procedures related to learning services
6. Work with the LST to develop, implement and review individual learning plans, where appropriate
7. Communicate student progress to parents, acknowledge that parents have the right to advocate for their children and respect their concerns
8. Refer to the Learning Services Team if an outside assessment is needed
9. Communicate confidentially with outside professionals regarding students’ achievement and needs
10. Keep administrator informed of relevant issues

Learning Services Teachers

1. Assist in administering educational assessments
2. Gather information from all interested parties and review with an open mind before making decisions
3. Maintain an updated list of outside professionals and recommend referrals as appropriate
4. Provide suggestions and support strategies to parents and teachers
5. Guide teachers in accessing resources related to specific needs
6. Establish and monitor the implementation of student learning plans in collaboration with teachers
7. Ensure updated learning plans are included in student reports and accompanied by the appropriate covering letter
8. Attend parent-teacher conferences for targeted students
9. Ensure accurate records of learning plans, assessments, educational reports and correspondences are organized in appropriate files
10. Liaise with classroom teachers regarding transitioning of targeted students to subsequent grade levels
Guidance Counselor
1. Monitor student progress according to behaviour plans
2. Provide counseling to students and parents as required
3. Share and discuss referrals with learning services team
4. Maintain accurate and confidential records of behaviour plans, formal assessments, educational reports and correspondence
5. Recommend referrals to outside professionals when necessary
6. Maintain an updated list and outside professionals
7. Attend parent-teacher conferences for targeted students as deemed necessary by any concerned party
8. Gather information from all interested parties and review with an open mind before making decisions

Students
1. Be proactive in accelerating personal learning or seeking advice and support
2. Reflect on personal learning styles, strengths and needs and independently seek support if a need is identified
3. Participate actively in parent-teacher conferences when requested
4. Participate actively in specified programmes
5. Follow support plans and reflect on the level of support they provide
6. Value the differences in other students

Parents
1. Acknowledge the specific learning styles, strengths and needs, of each child and actively seek guidance and support
2. Become familiar with school expectations in regard to how learning is best supported
3. Participate in parent-teacher conferences with an open mind
4. Pursue outside assessments when recommended and provide copies of subsequent assessment reports to CDNIS Learning Services Team as soon as they are available
5. Support each child at home, as advised by the school staff and outside professionals
6. Ensure regular attendance at school is maintained
Administrators
1. Communicate expectations of the CDNIS Student Support Policy and Procedures to the school community and monitor and evaluate its implementation.
2. Ensure that staff assigned to provide learning support to students have the appropriate qualifications.
3. Ensure the Learning Services Team meets the needs of the school community.
4. Ensure that appropriate assessments are requested and that, if necessary, consent is obtained.
5. Gather information from all interested parties and review with an open mind before making decisions.
6. Ensure parents pursue outside assessments when recommended and provide copies of subsequent reports to the LST as soon as they become available.
7. Ensure regular review of the Student Support Policy and Procedures in order to reflect the changing needs of the school community.

Outside Professionals
1. Administer appropriate assessments.
2. Encourage parents to submit completed reports to the CDNIS Learning Services Team.
3. Request relevant observations of learning needs from parents and teachers.

Referral Process
It is expected that all teachers be alert to the need for possible specialist intervention. In the first instance a range of classroom strategies to address the problem must be adopted. If concern continues, refer to the Learning Services/Support Guide for guidelines as to the correct process.

Assessment

Standardized Tests and Screening Checklist
Teachers may be asked to complete observation checklists to provide additional information when they refer students to the Learning Services Team. A member of the LST may also administer standardized tests to assess current knowledge and skills and identify specific concerns.

Outside Assessments
Once in-school testing results have been compiled and work samples, observation notes and feedback collected from teachers, parents may be asked to seek further assessment from an outside professional. It is expected that parents provide results to the school as soon as possible so as to put effective programming into place for their child.

Programming, Implementation and Achievement
All staff are responsible for providing accommodations to the regular Teaching and Learning Programme. For those students identified as not being able to successfully engage with the class or classroom curriculum once differentiation has been put in place, the Learning Services Team will collaborate with teachers to intervene or support their work with students. This may include, but is not confined to, student counseling and the development of individual learning, support or behaviour plans.

The Learning Services Team seeks to intervene early if it is suspected a student may be experiencing difficulty. Team members also offer support for students in Preparatory-Grade 6 who may mild learning needs or need enrichment to further complement and extend the classroom programme.

With the best interests of the student in mind, and in the event that the School cannot adequately meet the needs of a student, the family may be asked to find an alternate school placement.
Identification of Learning Needs
It is the goal of CDNIS to identify students with learning needs as early as the second half of Prep and to put support in place through the provision of literacy programming, support and instruction by the Learning Services Team. Through early intervention it is expected that many students may quickly overcome initial difficulties.

Students may be identified as having a range of specific learning needs including:

Mild Learning Needs
Students with mild learning needs demonstrate academic performance below grade expectation on a consistent basis. Alternatively, they may demonstrate notable discrepancies in their abilities and achievement. Based on discussions and observations by classroom teachers and the LST, informal testing may be administered to identify specific learning needs. The LST and classroom teacher will work together to accommodate the students’ learning needs within the context of the regular Primary Years Programme. If the student continues to struggle with the programme, a recommendation for professional assessment and/or counseling may be recommended.

Enrichment
If students test two grade levels above their current grade, or achieve at the 98th percentile, they shall be considered an “accelerated learner”. This could be in one curriculum area only, or in many. In collaboration with classroom teachers the LST strives to meet the needs of these learners through ongoing integrated support in the regular classroom.

It is not the practice at CDNIS to move students ahead a grade or to organize instruction on a withdrawal basis.
Support Plans
Students identified as ‘at-risk’, or diagnosed with specific needs, may be given a support plan.

Behaviour Plans
Plans are written to target specific behaviours. Classroom teachers may working conjunction with the Lower School Counselor to determine an appropriate plan and time frame for review.

Adapted Programmes
Adapted programmes retain the learning outcomes of the prescribed curriculum, but accommodations are provided so the student is able to participate. Accommodations’ are changes in the way students receive instruction or produce work to support strengths and diminish areas of weakness. Accommodation checklists are reviewed in conjunction with regular reporting periods. Accommodation checklists, with an accompanying letter of explanation, are included with report cards (see Appendix ?). In addition, students who have a checklist will have a tick in either the Language and Learning Support (LLS) box or the Specific Learning Needs (SLN) box on the report, and the curricular areas that are adapted will be listed.

Individual Support Plans (ISP)
ISPs are for students without a formal diagnosis, but with clear gaps or difficulties in their understanding or learning. ISPs have learning outcomes substantially different from the prescribed curriculum, and specifically selected to meet student’s particular needs. The Learning Services Team and teachers work collaboratively to develop the ISP, which is reviewed each reporting period.

Individual Education Plans (IEP)
IEPs are identical to ISPs except they are used for students with a formal diagnosis of specific learning needs.

Confidentiality
Discussion concerning sensitive student issues should only be held in private spaces and only shared with those teachers, parents or outside professionals who are directly involved. Under no circumstances is a staff member to discus a student to parents other than the student’s own.

Student referral forms are only for use by teachers and are never to be shown to parents or outside professionals.

Student records are considered to be private and shared only with personnel directly involved with that student’s case. Separate files for learning support and for guidance are kept in a secure manner, accessible only to those directly responsible.
Grievances
If parents have concerns about the support a child is receiving they should contact the particular teacher, in the first instance. If the problem is not solved satisfactorily then an appointment should be made to discuss it with the Lower School Vice Principal.

If a teacher has concerns about the process put in place to ensure a student’s academic, social or emotional well-being they should contact the Learning Services Team in the first instance, and if the problem is not solved seek advice from the Lower School Vice Principal.

Further Information
Further information can be obtained in the Learning Services/Support Guide (Appendix 1) or by speaking to a member of the Learning Services Team.

Policy Review
This policy will be reviewed annually by the Learning Service Team in consultation with the Lower School Leadership Team.
Additional Notes – may/may not be used
Early intervention, pulled out of languages, all abilities, withdrawal, clusters etc Academic, social, emotional, behavioural........

Classroom teachers have access to the following resources to assist with meeting various learning needs and behaviours in the classroom:

- Teacher’s Resource Guide (S. McCarney, Wunderlich & Bauer)
- Individual Learning Plans (IEP) or Individual Support Plan (ISP) is required

Professional development opportunities as they arise

Recommended Resources

Glossary

Identifying Accelerated Learners
1. Classroom teacher administers the “The Tool Kit”
2. Using feedback from “The Tool Kit”, the LS/classroom teacher will administer
3. The “Basic Reading Inventory” for students two grade levels above their current grade (decoding, sequencing, comprehensive and evaluation questioning, as well as vocabulary)
4. “Key Math”
5. If students are identified as a “Bright” learner parents will be recommended to seek outside educational assessment

Personal
- to feel a sense of accomplishment, positive self-esteem and confidence in their abilities;
- to be involved
- in tasks and activities to assist their own learning needs;
- to learn to set and achieve learning goals
- to become independent and responsible individuals
- to exhibit Learner Profile attributes.

Academic
- to understand and value education’
- to be part of a classroom that promotes the participation of exceptional students to build their confidence and self-worth;
- to recognize learning opportunities and make positive choices;
- to recognize areas that need improvement’
- to manage their own learning and acquire the habits and skills needed for success in and out of school.
**Goals**

- Early intervention for literacy support
- Enrichment for accelerated learners
- Daily reading programme for Grade 1
- Employment of classroom assistant to support students, classroom teachers and LST teachers

**Projected Structure of LST**

- **Prep-Grade 2**
  - Observation & initial assessment
  - Creation of learning plans
  - Year long integrated literacy and learning support
  - In-class teacher support
  - Daily reading support – Grade 1
  - THRASS support when required – Grade 3 & 4

- **Grade 3-6**
  - Observation & initial assessment
  - Creation of learning plans
  - Year long integrated literacy and learning support
  - In-class teacher support

- **Lower School Guidance Counselor**
  - Pre Reception-Grade 6 pastoral care
  - Intake of all teacher referrals
  - Counseling one-on-one with students, small groups, parents
  - Classroom observations
  - Classroom guidance instruction
    - "You Can Do It!" (anti-bullying/self-esteem)
Support Teachers

Qualified Classroom Assistant

Support LST

Support Students