



STUDENT SUPPORT SERVICES HANDBOOK

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WELCOME TO THE STUDENT SUPPORT SERVICES HANDBOOK

We hope you will find all the information you need to access and understand the services we offer as a school through Student Support Services. We are committed to providing programmes which are accessible to all our students.

OUR MISSION

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

OUR VISION

We help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.

STUDENT SUPPORT SERVICES TEAM CORE BELIEFS AND VALUES

- We advocate and support every student in our care.
- We respect each student's voice and unique experience.
- We promote equitable access to services within our capacity.
- We believe that collaboration among stakeholders is key to student success.
- We implement evidence-based best practices in support of students.
- We embrace and value the diverse nature of our community.
- We foster a safe and trusting environment.
- We prioritise inclusive learning settings.

INCLUSION

Based on our programmes and Cantonal regulations, ISZL agrees to support, respect, and seek inclusion with regards to the safety and care of all community members.

This includes but is not limited to: age, ability, ethnicity, gender, gender expression, gender identity, health needs, languages spoken, marital status, mental health, national origin, political affiliation, race, religion, sex, sexual orientation, and any additional characteristic protected under Swiss law.

ISZL endeavours to understand and protect the civil and human rights of all individuals within the community, striving to maintain a high level of intercultural awareness and knowledge about all applicable laws and statutes related to non-discrimination and inclusion.

This policy relates to all decisions and advocacy regarding staffing, recruitment, student care, suitability of external organisation partnerships, and curriculum.



YOUR CHILD AT ISZL

Student Support Services at the International School of Zug and Luzern includes the following departments:

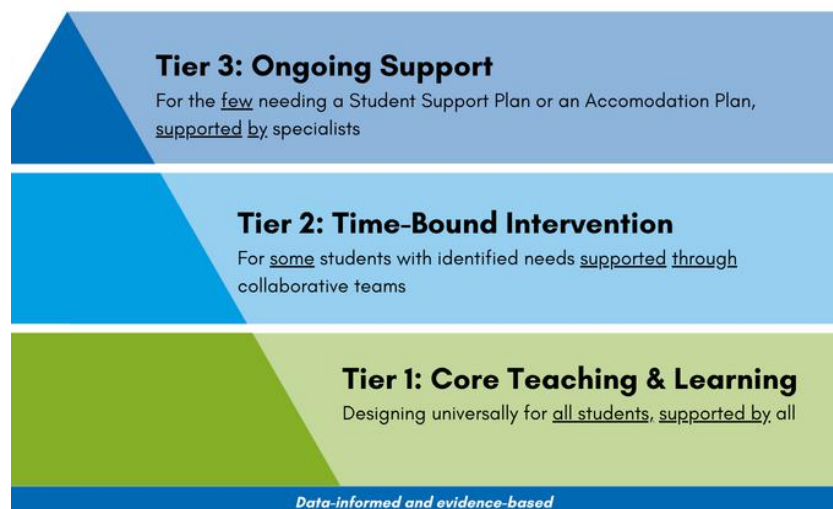
- Counselling
- English as an Additional Language
- Learning Support
- Nursing

In collaboration with school leadership, the Student Support Services team works to ensure that all of our students are provided with the support they need to succeed.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

ISZL utilises a Multi-Tiered System of Support (MTSS) to ensure that all students' needs are effectively met.

Within this framework, every student receives Tier 1 support through high-quality, differentiated instruction in the classroom. For those requiring additional assistance, targeted interventions and supports may be provided at Tier 2 or Tier 3, based on individual needs.



WRAPAROUND SUPPORT

ISZL recognises the uniqueness of each student and the varying support they may require throughout their time at our school.

When assessing support needs, we take an individualised approach, carefully considering how each student engages with our support services. Our goal is to provide integrated, seamless assistance that fosters their overall development and success.

OUR ADMISSIONS POLICY

ISZL is committed to supporting students with a range of learning, social-emotional, medical, and behavioural needs within the scope of mild to moderate support.

English language learners are admitted based on the language proficiency expectations for their respective grade level.

As part of the admissions process, students with identified support needs may undergo informal or formal assessments to ensure ISZL can provide the appropriate resources. Families may be asked to provide additional diagnostic information if needed, and translations may be requested for documents not in English.

In accordance with Zug Cantonal regulations for schools, ISZL is permitted to enrol students with mild to moderate needs. However, certain types of support are beyond what we are allowed to provide, including:

- One-to-one support
- Modifications to the core programme or curriculum
- Extending Tier 3 support beyond ISZL's standard provision

In rare cases, if it becomes evident after enrolment that a student's needs exceed the support ISZL can provide, the school will work closely with families to explore the best path forward. The final decision regarding continued enrolment is made by the school leadership, always with the student's best interests in mind.

ACCOMMODATIONS

Students whose needs require accommodations will be eligible for a Student Support Plan (SSP) or an Accommodations Plan, depending on the need. Accommodations are granted to students based on identified needs, which are supported by documentation and educational evidence.

Accommodation eligibility must be supported by an official report from an external service provider. Once evidence is received, a Student Support Plan or an Accommodation Plan will be created in partnership with the stakeholders. When needed, the school will follow the process for applying for external accommodations or access arrangements.

DOCUMENTATION

- We accept reports worldwide and provide guidelines on how to seek an assessment that will meet ISZL and external testing body requirements.
- Upon admission, ISZL accepts historical documentation. However, we require documentation that is no more than 3 years old.
- While learning at ISZL, the SSST will liaise with parents on whether the current documentation is meeting their child's needs, and will provide support to external providers throughout the re-evaluation process.
- External examiners have their own individual documentation requirements. Families are advised to discuss the best timing of re-evaluations with the case manager team during Middle School.

ALTERNATIVE GRADUATION PATHWAY

In rare instances, some students may qualify for an alternative graduation pathway. The case manager, in consultation with the student, parents/guardians, subject teachers, relevant members of SSST, and the Principal, will determine eligibility. Once eligibility is ascertained, the student's transcript will document the alternative graduation pathway. Alternative educational goals and objectives will be documented through the student's SSP.

CONFIDENTIALITY AGREEMENT

At ISZL, we are committed to maintaining high standards of confidentiality in our Student Support Services. To provide exceptional care that meets the needs of every student, we recognise that relevant staff members may receive confidential student and family information. This occurs only when it serves the legitimate educational interests of the student and when appropriate consent from the family and/or the student has been obtained.

All information shared within Student Support Services is handled with the utmost sensitivity and professionalism. Confidential records are securely stored, and access is limited to staff members directly involved in supporting the student. Any disclosure of confidential information to external parties occurs only with explicit parental/guardian consent, except in cases where disclosure is legally required to ensure student safety and well-being.

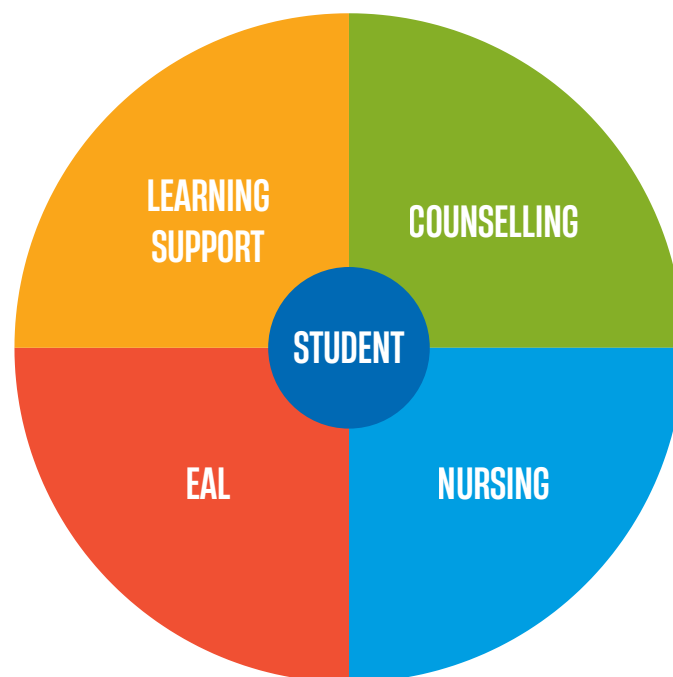
We value the trust that families place in us and are committed to fostering a safe, supportive, and respectful learning environment where confidentiality is upheld at all times.



STRUCTURE OF THE STUDENT SUPPORT SERVICES TEAM

The role of the Student Support Services Team includes:

- Recommending and/or guiding interventions for students with the focus of increasing independent success and growth within the programme
- Case managing Student Support Plans (SSPs) and Accommodation Plans as appropriate
- Advocating for students and encouraging student self-advocacy
- Educating students, parents/guardians and teachers about a student's educational profile and identified needs
- Supporting subject/classroom teachers to ensure students' needs are being addressed in the classroom
- Communicating student progress and strategies to the parents/guardians to bridge the home-to-school connection
- Meeting regularly with teachers, parents/guardians and school leadership to monitor, adjust and revise support as needed
- Sourcing extra support as and when a student need is identified





IDENTIFICATION OF NEED

IDENTIFICATION PROCESS (WHOLE SCHOOL)

At ISZL, supporting students involves four key components: identifying needs, determining next steps, ensuring documentation, and proactive communication with families.

To ensure that these components are being met, we utilise the following processes:

- Observation and Monitoring Process
 - The Grade Level Student Review (GLSR)
 - The Individual Student Review (ISR)
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OBSERVATION AND MONITORING PROCESS

The Observation and Monitoring process is documented internally through our school's student management systems. This also includes the use of standardised and internal assessments and surveys.

The observations made by teachers are in the following categories:

- Academic
- Socio-emotional
- Behavioural
- Medical
- Other

ISZL staff document observations related to students' academic, socio-emotional, behavioural, or medical needs. Ongoing partnership and open communication with parents are essential throughout the process to support each child's success.

GRADE LEVEL STUDENT REVIEW (GLSR)

These observations are discussed in the Grade Level Student Review Team meetings.

Student support services team members may be included in the meeting and may advise on general strategies for the classroom or school environment. GLSR meetings help teams to ensure they are aware of trends within the grade level and can serve students proactively.

INDIVIDUAL STUDENT REVIEW (ISR)

If ongoing or more significant observations are recorded, an Individual Student Review (ISR) meeting may be requested.

During this meeting, a core group of specialists review data about an individual student and offer recommendations about possible next steps.

Next steps may include further differentiation within the classroom, access to short-term focused support, interventions, and/or the delivery of targeted screeners. Students receiving Tier 2 support will have an additional Individual Student Review (ISR) meeting at the end of the specified intervention period to assess its effectiveness and determine whether further support is needed.

If, after two to three cycles of intervention, additional concerns remain, or if there is a significant level of need, a referral for further evaluation by an external professional through ISZL may be considered. Parents will be notified of ISR outcomes, and in the case of an intervention, stakeholders must agree to follow the Intervention Plan.

Students receiving Tier 3 support—those with a formal support plan or accommodations plan—are recorded in the Divisional Support Services Register. This register is shared with teachers and leadership within each division.

SERIOUS INDIVIDUAL INCIDENTS

On occasion, a serious individual incident may warrant an Individual Student Review being called to support a student in immediate need. This is at the discretion of the Student Support Services team and Divisional Leadership.

LIAISING WITH EXTERNAL SERVICE PROVIDERS

The Student Support Services Team (SSST) may make recommendations for outside evaluations by qualified professionals and with associated costs covered by families.

The SSST maintains a list of available external professionals, including doctors, clinical psychologists, therapists, educational psychologists, occupational and speech therapists. Written consent in the form of a Release of Information (ROI) from parents/guardians is required for all forms of communication between SSST staff and outside professionals.

ASSIGNING OF THE CASE MANAGER AND DEVELOPMENT OF PLAN

Once eligibility for support services is established, a case manager is assigned.

The case manager will develop a Student Support Plan (SSP) or an Accommodation Plan in collaboration with stakeholders. A student support services team member will serve as the case manager for the student. This person acts as the first point of contact for parents/guardians, teachers, SSST members, and for the students themselves regarding their specialist support. The selection of the case manager is dependent on the specific needs of the student.



LEARNING SUPPORT

The Learning Support (LS) provides resources, guidance, and personalised assistance to ensure students have the tools and support needed to access the curriculum and reach their potential.

Through collaboration with school staff and families, they support students with identified learning needs to develop and implement a toolkit of strategies that not only foster independence and self-advocacy but also cater to each student's unique learning profile.

ELIGIBILITY AND IDENTIFICATION PROCESS

The LS team works with students who have been identified through the ISZL Identification Process and have met the eligibility criteria for learning support services. If a student meets the eligibility criteria, they will be assigned a case manager who will oversee their support plan and collaborate with relevant stakeholders.

STUDENT SUPPORT PLANS AND ACCOMMODATION PLANS

Once a student is identified for support, a Student Support Plan (SSP) or an Accommodation Plan is created. This process involves collaboration between stakeholders (students, parents, teachers, administrators, counsellors, and other relevant team members).

The case manager will keep faculty informed about student needs. They also serve as the main point of contact for students, parents, and teachers regarding learning support services.

TYPES OF LEARNING SUPPORT SERVICES

The LS Team collaborates with teachers to differentiate instruction and implement accommodations.

- **In-Class Support:** Based on the identified needs students may receive support within the classroom.
- **Learning Support Class:** Students with a diagnosed learning need may be eligible for targeted small group instruction. The goals of this class are outlined in the SSP. To accommodate this support, students may be withdrawn from another subject in the curriculum.

The LS team will review each student's support level and adjust as needed to ensure the support in place enables the child to access the ISZL curriculum. A student may move between different tiers of support depending on their personal progress and the evolving demands of the curriculum.

EXTERNAL REFERRALS

In some cases, students may benefit from additional external services, including, but not limited to, the following:

- Educational psychologists for further assessments
- Speech and language therapists
- Occupational therapists

Our team works closely with families to provide a list of external specialists and guidance throughout the process.

REQUEST FOR EXTERNAL ACCOMMODATIONS

The LS team will oversee the application process for accommodations on external examination boards, ensuring that all necessary documentation is accurately completed and submitted to the appropriate authorities.

MONITORING LEARNING SUPPORT SERVICES

Students with a diagnosis will always be monitored by the Learning Support team throughout their learning journey.





ENGLISH AS AN ADDITIONAL LANGUAGE

THE ROLE OF EAL SUPPORT

At ISZL, English as an Additional Language (EAL) support means extra English language support for students in Kindergarten to Grade 10 who come from non-English speaking backgrounds or have been educated in a language other than English.

The EAL team carefully monitors EAL students' progress. EAL teachers work with students either by supporting them in their classrooms or by offering lessons in small groups. EAL students' English language progress is reviewed regularly using a range of assessments.

ENTERING THE EAL PROGRAMME

All identified students (non-English speaking backgrounds or have been educated in a language other than English) entering ISZL are evaluated by the EAL team upon arrival to decide if EAL support is necessary.

EXITING THE EAL PROGRAMME

The EAL teachers regularly evaluate EAL students' progress with input from their homeroom and subject teachers.

As soon as a student is able to access the grade-level curriculum, they may exit the EAL programme. Several criteria are considered when exiting the EAL program: World-Class Instructional Design & Assessment (WIDA) assessment, academic progress, teacher observations, and other grade-level assessments.

EAL IN THE PRIMARY SCHOOL (KINDERGARTEN TO GRADE 5)

There are four EAL phases in the Primary School. EAL students progress from one EAL phase to the next.

FOUNDATIONAL

EAL students enter this level with limited English. Foundational students are supported to build academic and social language, understand phrases and form short sentences. They start to communicate information in simple, everyday and familiar situations. They build their skills and confidence to share their needs and ideas with their peers and teachers.



INTERMEDIATE 1

EAL students at this level are developing their vocabulary and can share their needs and ideas with teachers and classmates. They understand simple classroom instructions and can communicate with support. Intermediate 1 students are learning to understand more complex language and may need repetition. They are beginning to use English more freely, though limited vocabulary can make it hard to express all their thoughts. They are also building their reading and writing skills.



INTERMEDIATE 2

EAL students enter this level with adequate English for most day-to-day communication needs. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts. Intermediate 2 students are supported to build their vocabulary, grammar, and independence in classroom learning engagements. Proficiency in reading and writing can vary at this level.



ADVANCED

Advanced EAL students are working within grade-level expectations with curricular adjustments, guidance, and teacher check-ins. Students are monitored by EAL and homeroom teachers.

EAL IN THE MIDDLE SCHOOL (GRADE 6 TO 8)

The EAL programme for middle school students provides tailored support across three phases: Foundation, Intermediate, and Advanced.

FOUNDATIONAL

Foundation students receive daily English lessons in place of language acquisition, building vocabulary, grammar, and speaking skills.



INTERMEDIATE

Students in the Intermediate phase receive English lessons in place of French or Spanish classes



ADVANCED

Advanced EAL students do not have formal EAL lessons but are monitored to track their progress.

All students receiving EAL support may also receive in-class support.

Additionally, the EAL teacher collaborates with content teachers to provide support through co-planning, differentiation, and in-class assistance, ensuring that students receive the necessary help to progress effectively.

EAL IN THE HIGH SCHOOL (GRADE 9 AND 10)

At the High School, English as an Additional Language (EAL) is extra English language support for students in Grade 9 and Grade 10 who come from non-English speaking backgrounds or have been educated in a language other than English.

EAL students thrive in our supportive environment where learning is meaningful, relevant, and responsive to their needs.

EAL students who need extra English support to meet the academic demands of the MYP curriculum take an EAL course as one of their language acquisition options and may receive in-class support. EAL is an English language skills-based and academically-rich course that utilises data and student-informed goals to guide and support learning that is focused on developing the four language domains (Listening, Reading, Speaking, and Writing). In collaboration with select content teachers, the EAL teacher provides a variety of support, which may include co-planning, reinforcing subject-specific vocabulary, and supporting assignments and in-class instruction.

EAL IN THE HIGH SCHOOL (GRADE 11 AND 12)

EAL students can receive EAL support in Grade 11 and 12.

Support in Grades 11 and 12 is offered during school when available. EAL is available to students in Grades 11 and 12 who were in the EAL program previously or who recently joined the school. Students can schedule meetings with the EAL teacher during their free periods and can reach out on their own or be referred by a teacher.



COUNSELLING

THE ROLE OF THE COUNSELLING TEAM

The ISZL School Counselling Team, serving all students, is committed to following best practices to empower students to discover, explore, and achieve their potential as lifelong learners.

ISZL counsellors foster a positive and inclusive school climate through the delivery of a holistic programme that supports the personal, social, emotional, academic, and future wellbeing of all ISZL students.

COUNSELLORS AT ISZL:

- Serve within the Student Support Services Team (SSST) to provide comprehensive care for the academic, social, and emotional wellbeing of students.
- Serve as Child Protection Officers (CPOs) alongside our nurses, APs and principals in collaboration with our Designated Safeguarding Lead.
- Offer individual and group counselling to support students through challenges such as stress management, conflict resolution, mental health needs, personal growth and more.
- Provide support services to students and families in times of transition, including relocation, school changes, and life events.
- Are accessible to the entire school community as an integral part of student wellbeing.
- Facilitate and deliver educational programming on social, emotional, and academic topics throughout the school year.
- Provide short-term, skill-based counselling services to help students develop coping strategies, resilience, and self-advocacy skills.
- Offer immediate crisis intervention and support, ensuring students receive the necessary care and guidance in critical situations.
- Collaborate with teachers to support and lead in-class or assembly-style workshops and instruction, focusing on Social and Emotional Learning (SEL).

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- Provide targeted workshop and training opportunities for staff and parents/caregivers in support of student well-being.
 - Advocate for students' individual needs, ensuring they have access to appropriate accommodations and resources for success.
 - Promote open communication and a supportive school environment.
 - Provide a confidential and non-judgmental space for students and families to ensure a safe and supportive counselling experience. For further information related to confidentiality, please see page 26.
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ACCESS TO COUNSELLING SERVICES

All ISZL students have access to school counselling services and have a right to meet with the counsellor.

ISZL families and staff are encouraged to consult with our counsellors as needed in support of student well-being. ISZL counsellors are only able to provide short-term, skill-based counselling support.

REFERRALS TO EXTERNAL SUPPORT/SERVICES

If it is determined that a student would benefit from longer-term or more intensive therapeutic support, counsellors will provide a list of external specialists to families and provide case management as needed. In some cases, based on the level of need, a student may be mandated to receive external counselling or therapeutic support.

In situations where a student has significant needs and the family chooses not to pursue the recommended support services, the Principal and Head of Counselling will work together to review the best path forward.

As part of this collaborative process, we will engage in open discussions with the family to explore possible solutions. In some cases, a formal requirement for external support, approved by the Head of School or Deputy Director, may be introduced. Given our shared commitment to the student's well-being, continued enrolment may be dependent on participation in these necessary supports.

ETHICAL STANDARDS AND CONFIDENTIALITY

ISZL counselling staff abide by the International School Counselor Association (ISCA) Ethical Standards for School Counsellors in conjunction with ISZL policies and procedures.

Counsellors provide a confidential and supportive space for students and families, but have expressed limits to confidentiality:

- If someone has, or is going to hurt themselves.
- If someone has been hurt, or is going to be hurt, by someone else.
- If someone has hurt, or is going to hurt, someone else.
- If the individual gives permission for the counsellor to share.

If a counselor receives a report of self harm, suicidal/homicidal ideation, the counsellor is required to complete a risk-assessment and follow our internal self-harm and suicidal/homicidal ideation policy. If the counsellor assesses the presence of self-harm and/or suicidal/homicidal ideation, the counsellor must inform the student's parents/guardian- even if deemed low-risk.

For more information or questions related to the Self-harm or Suicidal/homicidal ideation policies, please contact the Head of Counselling.



NURSING

THE ROLE OF THE NURSING TEAM

A team of qualified nurses are present on each campus throughout the school day.

They provide expertise and oversight for the provision of school health services and promotion of health education, delivering classroom teaching of health education topics within the Personal, Social and Health Education Programme. The nurses work within the SSST as advocates in ensuring each child's holistic needs are met.

HEALTH SERVICES PROVIDED BY THE NURSES

- Assessment, diagnosis, treatment and evaluation of acute illness and injury as well as referral to physicians and/or hospitals as needed
 - Appropriate referral to the outside medical community for follow-up services
 - Health education and health advice for ISZL community members
 - Dispense medications to students requiring treatment during the school day with their families' and physicians' requests and consent
 - Maintain student visits and health records including Individual Health Care Plans (IHCPs)
 - Evaluate student immunisation status by country on admission in line with Canton regulations
 - Ensure confidential documentation of students with special health needs as well as inform teachers appropriately
 - Collaborate with teachers, parents and counsellors to coordinate services and evaluate student medical needs
 - Case managing students with pre-existing and emergency medical conditions (applying for IB, AP, SAT and ACT accommodations)
 - Participate in school committees or activities where expertise of a health professional would benefit the group.
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HEALTH SERVICES PROVIDED BY THE NURSES

- Vision, hearing, blood pressure, height and weight screening (PS and MS only)
- Serve as Child Protection Officers (CPOs) alongside our counsellors, APs and principals in collaboration with our Designated Safeguarding Lead.
- Assistance with coordination of school response to Public Health issues such as outbreak of communicable diseases with Leadership Team.

GLOSSARY

ACCESS ARRANGEMENTS

Access arrangements are changes to the standard conditions of learning, teaching, and assessment to remove barriers without lowering expectations. They ensure fairness, equal access, and meaningful assessment while providing optimal support for students.

ACCOMMODATIONS

An accommodation is defined as anything that allows a student to access the curriculum or demonstrate their understanding (i.e learning, teaching, tests/exams). It does not change the assessment grading criteria and will not be reflected in reports or transcripts.

Accommodations make it possible for students with learning differences to show what they know. Some examples of accommodations include: use of a calculator, language modification, small group testing, additional time or shortened assignments.

ACCOMMODATION PLAN

An Accommodation Plan is a plan that outlines accommodations for students that have received a formal diagnosis but do not receive a learning support class.

ASSESSMENT

Assessment is a broad term used to describe the gathering of information about student performance in a particular area.

CASE MANAGER

The designated 'Case Manager' is someone who oversees the implementation of the Student Support Plan or Accommodation Plan. They serve as an advocate for the student and are responsible for updating and communicating changes in provisions as appropriate.

DIFFERENTIATED INSTRUCTION

An approach to teaching that includes planning and carrying out various approaches to content, process, and product. Differentiated instruction is used to meet the needs of student differences in readiness, interests, and learning needs.

DOMINANT LANGUAGE

The dominant language is the language with which a bilingual or multilingual speaker has greatest proficiency and/or uses more often.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

These terms are used to describe the learning of English in addition to the learner's first language(s). The term 'English as an Additional Language' or 'EAL' is generally used to refer to learning English in an English-speaking environment, such as a school.

EXIT CRITERIA

Exit criteria are a set of guidelines for ending specialist student support services. This is usually based on a combination of performance in a proficiency test, grades, standardised test scores or teacher recommendations. In some cases, this redesignation of students may be based on the amount of time they have been in special programmes.

HOME LANGUAGE

This term is used to describe the language used most frequently in the home.

IN-CLASS SUPPORT

A situation where a specialist teacher supports students in the general class environment either individually or as part of a small group.

INDIVIDUAL STUDENT REVIEW (ISR)

An internal meeting held to discuss the support of a student. This team usually comprises teacher/homeroom teacher, Assistant Principal, and at least one other member of the Student Support Team (Nurse, Counsellor, Learning Support and EAL). A Grade Level Leader, programme coordinator, or team leader may also be present.

INDIVIDUAL HEALTH CARE PLAN (IHCP)

Is a personalised document that outlines specific care needs, preferences, and goals for individuals receiving health related care.

LEARNING DIFFERENCE

Various conditions (such as dyslexia or dysgraphia) that could impact an individual's ability to learn.

MILD TO MODERATE LEARNING NEEDS

Needs where a student may experience challenges in one or more areas of learning, such as reading, writing, mathematics, or attention. Needs may also include social/emotional or behavioural needs that impact the learning environment. Mild to moderate needs may indicate that the student benefits from some level of additional support or accommodations but may not require intensive or extensive support services.

MODIFICATION

A modification goes beyond changing how the student learns or is tested and effectively changes what they are actually learning. A modification could change the instructional level, the content or curriculum covered, the performance criteria (objective), or the assignment structure. Modifications need to be reflected in the transcripts and require permission from the divisional Principal.

PHASE

Term used in EAL to describe and track student progress from Foundational to Intermediate to Advanced. Phases are determined through formal and informal assessments as well as through teacher consensus.

REFERRAL

A formal process of responding to and identifying students with suspected underlying concerns that need to be reviewed further. The referral process involves teachers of the student, relevant members of the Student Support Services Team (SSST), discussion and action guided through an Individual Student Review (ISR).

RELEASE OF INFORMATION (ROI)

A Release of Information (ROI) is a document that grants permission for an individual's confidential information to be shared with a third party.

SCAFFOLDING

A way of teaching in which the teacher provides support in the form of modelling, prompts, direct explanations, and targeted questions. As students begin to acquire mastery of targeted objectives, direct supports are reduced and the learning becomes more student-guided. The teacher provides supports which aid during instruction or assessment, such as visual displays, classified lists, tables or graphs.

SELF-ADVOCACY

Students are supported in explaining/expressing their needs, and actively participate in decision-making processes, such as developing and sharing their SSP or Accommodation Plan. This skill is also essential to ensure students receive the accommodations they need to access the programme.

STUDENT SUPPORT PLAN (SSP)

A plan outlining specialist student support and related services specifically designed to meet the unique educational needs of a student with an identified need. SSPs include clear goals and is managed by a case manager. It is updated on an annual basis or as needed.

