

Student Support  
**Guidebook**  
2026-2027

# WELCOME

At CAISL, we embrace inclusive education as a cornerstone of our philosophy. We believe in providing a nurturing and enriching environment where every learner, regardless of their individual needs or challenges, is valued and supported. Our commitment to inclusive education is rooted in the belief that diversity enriches our community and fosters holistic growth.

We strive to:

- Foster a culture of empathy and acceptance where all learners feel valued and respected,
- Provide a comprehensive program that addresses diverse learner needs academically, socially, emotionally, and physically,
- Emphasize collaboration among students, teachers, and families to create a supportive learning community,
- Promote equitable access to learning opportunities through personalized support and accommodations,
- Encourage a growth mindset that celebrates individual strengths and empowers learners to reach their full potential.



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## THE STUDENT SUPPORT TEAM

The Student Support Team is a collective of school professionals committed to:

- a. Identifying students experiencing academic and/or socio-emotional difficulties within the school community,
- b. Creating and executing tailored strategies to assist these students,
- c. Continuously monitoring the progress of identified students to inform ongoing interventions.

The team includes:

- The Head of Student Support Services
- The EAL Coordinator
- The Differentiation and EE Program Coordinator (grades 6-8)
- Four Learning Support Teachers
- Two Language Specialists
- Five Counselors (three Psychologists and two School Counselors)

# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

At CAISL student support is provided by a Multi-Tiered System of Support (MTSS). This is a structured framework employing tiered levels that utilize data to align academic and social-emotional behavior (SEB) assessments and instructional resources with the individual needs of each student.

In MTSS, instruction and support for students are structured across tiers. The holistic student data is used to precisely align them with the instruction and support they require, adjusting for intensity and frequency to meet their academic and social, emotional, behavior (SEB) needs. This approach typically encompasses three tiers of instruction and intervention.

## Process for Entering the Different Support Programs at CAISL

Each of the sections of this handbook will provide further detail for each of the Student Support Programs at CAISL. The process to enter the different Support Programs follows the Tiered Intervention Process:

### TIER 1

Designed to ensure that all students receive high-quality core instruction that aligns with academic standards. Key elements include differentiated teaching, data-informed decisions, and a focus on encouraging positive behaviors. Ongoing collaboration and progress monitoring are essential to maintain effective Tier 1 instruction.

### TIER 2

Targeted support is provided to students who need more than what Tier 1 offers. These targeted interventions help students who are struggling in certain areas to improve and meet performance benchmarks. This level of support is intended for students who are at risk of falling behind.

Students are initially identified for a TIER 2 support, through a Referral Process:

- Referrals can be initiated at any time by anyone with concerns about a student. CAISL staff must submit a Referral using the Student Support Services Team Referral Form (SSST Form), accessible online. Teachers will inform parents before submitting a referral.

Once the referral is received, the Head of Student Support Services books an SSST meeting with the educational team, which can involve: Division Principal, Assistant Principals learning support staff, counselors and teachers.

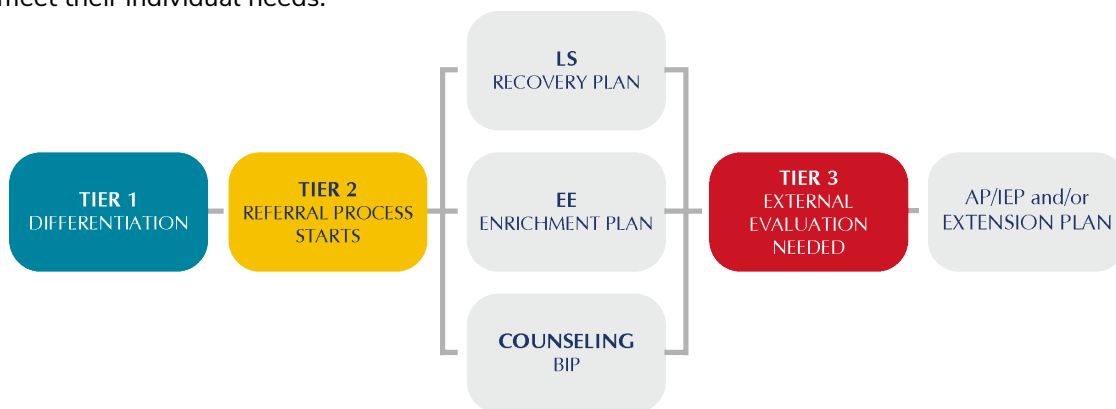
During this meeting, the discussion is documented on the SSST Form. Once the team agrees on the necessary interventions, those are included in the Form.

The intervention process comprises three stages: **IMPLEMENTATION, MONITORING, AND EVALUATION.**

- During the **IMPLEMENTATION** stage, the team determines the interventions to be employed, assigns responsibility for implementation, schedules intervention sessions, and sets a date for reviewing intervention data.
- In the **MONITORING** stage, the team delegates progress monitoring to specific members or teams and utilizes progress monitoring tools to gather data on intervention effectiveness.
- For the **EVALUATION** stage, the team convenes to discuss and review the collected data. Based on this review, the team decides:
  1. If interventions are effective, they continue as agreed.
  2. If interventions are ineffective, additional measures are considered, and the team reconvenes at an agreed-upon date.
  3. If the student continues to not show progress, then TIER 3 intervention needs to be in place.

### TIER 3

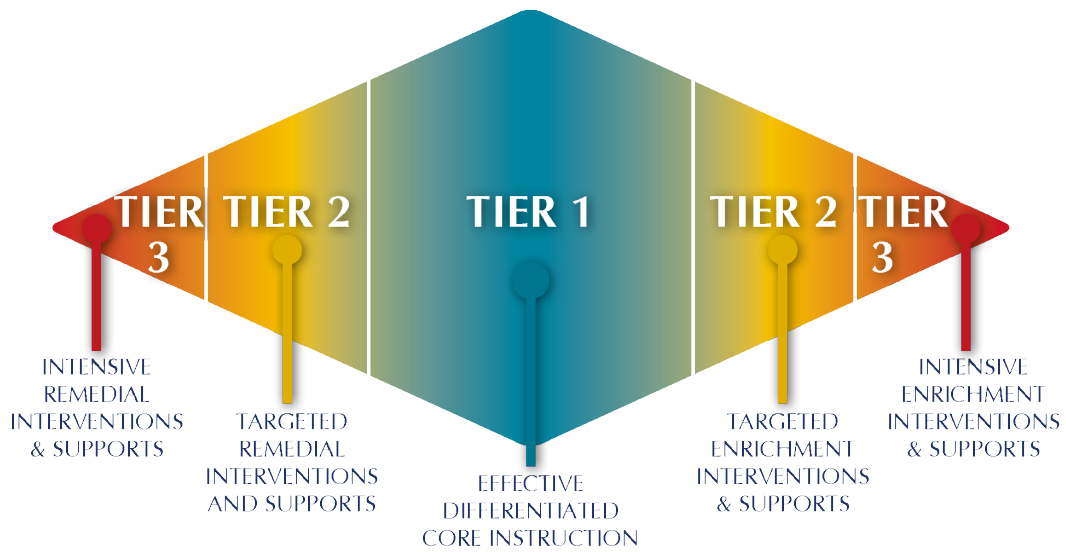
Offers the most intensive and personalized support for students facing major academic, behavioral, or emotional challenges. It's designed for a small number of students who require significant intervention to meet their individual needs.



### Timeline and Approval Process for Educational Plans (Tier 3)

Support Teachers will have 30 working days to develop an educational plan upon receiving the psychoeducational report, after which, parents will be given 30 working days to review and approve it. It is imperative to note that failure to agree within the allocated time frame may result in the student not receiving the necessary support in school.

Programs such as Learning Support and Enrichment & Extension Programs have specific entry requirements outlined in the table below.



LS PROGRAM		TIER 1	ENRICHMENT PROGRAM	
TIER 3	TIER 2		TIER 2	TIER 3
<p>MAP scores below 50, report card, peer review.</p> <p><b>Psychoeducational evaluation:</b> cognitive scores below 90.</p> <p>IEP/AP (long-term intervention).</p> <p>Plan written by the Learning Support Teacher; implemented by LS teacher/Subject-area/ HR Teacher</p>	<p>MAP scores below 50 report card, peer review.</p> <p><b>Recovery Plan:</b> short-term intervention.</p> <p>Plan written by Learning Support Teacher and implemented by Subject-area or HR Teacher.</p>	<p>DIFFERENTIATED CORE INSTRUCTION</p>	<p>MAP scores 95-97, report card, peer review.</p> <p><b>Recovery Plan:</b> short-term intervention.</p> <p>Plan written by EE Support Teacher and implemented by Subject-area or HR Teacher</p>	<p>MAP scores above 98, report card, peer review, teacher and counselor input form.</p> <p><b>Psychoeducational evaluation:</b> cognitive scores above 130 and/or other needs identified.</p> <p>Plan written and implemented by EE Support Teacher.</p>

# PROGRAMS

## English as an Additional Language Program (EAL)

Applicable to Grade 1 through Grade 10 English Language Learners (ELL).

Students identified as ELL's in Grades 1-10, support is available to help them acquire the language and succeed in their classes. Students will receive this support in a variety of ways including but not limited to small group work, additional scaffolds and support materials, immersion, sheltered classes and, when appropriate, monitoring.

ELL students in Grades 1-10 will receive reports on their achievement for language progress based on their individual language goals determined by the EAL teacher in collaboration with the Language Arts teacher.

### THE EAL TEAM IS COMMITTED TO SUPPORTING STUDENTS BY:

- Evaluating and monitoring progress of language development with the AVANT, Measures of Academic Progress (MAP) test which measures academic growth and achievement across a wide range of subjects or other scores, observations, and teacher communication.
- Ensuring access to the curriculum, including encouraging students to use their entire linguistic repertoire (i.e. Translanguaging).
- Advocating the needs of ELL's and families through teacher collaboration, training/coaching, and development of support materials.
- Providing direct language instruction.

### SERVICES PROVIDED

The EAL Program aims to assist students in incorporating English into their language repertoire while developing the content knowledge, academic language, and interpersonal skills necessary to become successful, independent learners. The EAL teacher advocates for the needs of the ELL's and collaborates with content teachers to address their needs.

The EAL team intervention is organized by:

- Tier 1: any student in need of support. Strategies implemented by classroom teacher with support of the EAL team.
- Tier 2: EAL teacher direct support for scaffolding content and materials, small group instruction within the content classroom
- Tier 3: Small group or 1:1 support in specific areas



## EXITING THE EAL PROGRAM (AND FURTHER SUPPORT)

Students will be considered mainstreamed once their English proficiency enables them to successfully meet the requirements of grade-level English Language Arts. This decision is based on evidence from language assessments, class work, and teacher observations. After being mainstreamed, an ELL student may qualify for a return to support when language needs increase at different stages of their academic journey.

### → EAL

Tier 1: All Students. Differentiated core Instruction

Tier 2: EAL teacher direct support for scaffolding content and materials, small group instruction within the content classroom.

Tier 3: Small group or 1:1 support in specific areas

## Learning Support Program (LSP)

The Learning Support Program (LSP) at CAISL is dedicated to fostering the academic, social and emotional development of all students by providing tailored support to those with mild to moderate needs. The goal is to ensure that every student admitted to CAISL, regardless of their individual challenges, can thrive within the regular classroom setting and achieve success in meeting academic requirements.

At CAISL, the school Learning Support teachers have specialized qualifications and expertise tailored to address diverse students' needs and to enhance student access to the standard educational curriculum.

The Learning Support Program aims to empower students to overcome challenges, build confidence, and achieve their academic and personal goals within a caring and supportive educational environment. Student success begins in the classroom with Tier 1 instruction and support.

Students join the Learning Support Program, either because they have been admitted to CAISL with identified needs and a formal Educational Plan in place or they will follow the process of eligibility described in table above “Criteria for Eligibility”.

## **THE LEARNING SUPPORT TEAM IS COMMITTED TO SUPPORTING STUDENTS IN A TIERED AND COLLABORATIVE APPROACH, BY:**

- Providing small group instruction and personalized interventions to address specific learning needs.
- Regularly monitoring student progress to track growth and adjust support strategies accordingly.
- Implementing formal accommodations to ensure equitable access to the curriculum and learning materials.
- Developing executive functioning and literacy skills crucial for academic success.
- Collaborating closely with teachers, parents, and external specialists to create Individual Educational Plans (IEP) tailored to each student's unique needs.
- Upholding a commitment to inclusivity by providing necessary resources and support while fostering a sense of belonging and empowerment among all learners.

## **CRITERIA AND PROCESS FOR EXITING THE LEARNING SUPPORT PROGRAM**

If a student is performing well both emotionally and academically, they may transition out of the learning support program. This transition can occur when the student succeeds without accommodation and when parents, teachers, and the student all agree that the student has acquired the skills and strategies to navigate throughout school life independently. Importantly, if future challenges arise, the student can rejoin the program as needed.

## **SERVICES PROVIDED**

### **Tier 1**

Tier 1 intervention focuses on instructional methods and approaches universally available to all students. These methods are grounded in evidence and are consistently implemented by classroom teachers. Tier 1 instruction integrates data analysis to effectively tailor teaching for students with diverse learning profiles. Teachers engage in collaborative practices to ensure the needs of all students are met. At this stage, the Student Support team may contribute through co-planning, offering differentiation strategies, analyzing data, providing consultation, and conducting observations.

Collaborating with Parents: Parents provide valuable information about their child's life outside of school, including interests, talents, personality traits, family dynamics, and emotional history. This input helps create a holistic understanding of the student's needs.

### **Tier 2**

Tier 2 interventions provide intermediate support to students who face challenges in achieving academic success, as indicated by various measures such as classroom performance and formal assessments (e.g., Developmental Reading Inventory, MAP test, behavioral observations, etc.). Students in Tier 2 typically perform below grade level and receive targeted interventions tailored to their specific needs. Entry into and exit from Tier 2 interventions involve collaborative decision-making, with adjustments made based on ongoing assessment of the student's progress.

Collaborative Assessment: Learning Support specialists collaborate with teachers and parents to review assessment results, identify specific learning difficulties, and determine appropriate interventions. Based on the assessment findings and the student's needs, a Recovery Plan will be outlined to provide targeted support and interventions aimed at improving academic performance or behavior in the classroom. This plan will outline specific strategies and goals to facilitate the student's progress and success within the school environment.

### Tier 3

Tier 3 interventions are more intensive and long-term compared to Tier 2. Students in Tier 3 may have documented disabilities in reading, writing, math, behavior, or emotional functioning, identified through formal assessments. Tier 3 support is provided by learning support teachers and/or counselors, or outside specialists.

Collaborative Assessment: Learning Support specialists collaborate with teachers and parents to review assessment results, identify specific learning difficulties, and determine appropriate interventions. Based on the assessment findings and the student's needs, an Individualized Education Plan (IEP) may be developed to guide support and interventions. This plan will outline specific strategies and goals to facilitate the student's progress and success within the school environment.

For a student to qualify for a Learning Plan at CAISL and be included in the Learning Support Program, they must have an evaluation report done by a qualified professional. The evaluation report should always include the professionals' credentials and be written in English. Additionally, in line with IB accommodations, psychological/psycho-educational reports must use recent editions of standardized tests. At CAISL, it is required that the student is evaluated every 3 years. If the report is translated, it must be certified by a legal entity. The report should also follow the DSM-5 guidelines:

"...clinicians should consider the application of disorder subtypes and/or specifiers as appropriate. Severity and course specifiers should be applied to denote the individual's current presentation, but only when the full criteria are met. When full criteria are not met, clinicians should consider whether the symptom presentation meets criteria for an "other specified" or "unspecified" designation. Where applicable, specific criteria for defining disorder severity (e.g., mild, moderate, severe, extreme), descriptive features (e.g., with good to fair insight; in a controlled environment), and course (e.g., in partial remission, in full remission, recurrent) are provided with each diagnosis. On the basis of the clinical interview, text descriptions, criteria, and clinician judgment, a final diagnosis is made."

#### **TIER 3 INTERVENTION, IN SCHOOL SPECIALIZED SERVICES, MAY INCLUDE:**

- Small Group Instruction: Students receive targeted instruction in small groups to address specific academic areas of difficulty, allowing for personalized attention and tailored learning experiences.



- Regular Progress Monitoring: Continuous assessment of student progress enables us to track growth, adjust interventions as needed, and provide ongoing support to maximize academic development.
- Formal Accommodations: We implement formal accommodations such as extended time for assignments or assessments, modified tasks, and specialized learning materials to ensure equitable access to the curriculum.
- Executive Functioning and Literacy & Math Skills Support: Our program focuses on developing essential executive functioning skills (e.g., organization, time management, literacy and mathematical skills crucial for academic success.
- Exceptionally, students identified with moderate needs may require a level of support that the CAISL cannot provide, for example, a need to have a modified curriculum since the student is not able to meet the expectations for their grade level. If that is the case, the school will provide the family with resources to best support their child's needs. This can include mediating the transition to a local school with further support services, and/or assist the family in hiring a personal assistant. It is important to note that a student with a modified program will need to have the approval from the Board of Trustees, since that will imply granting a Modified Diploma, upon graduation. If a student is granted a modified curriculum, every year this decision is reviewed by the educational team that work with the student and their family.

## → LEARNING SUPPORT

Tier 1: All Students. Differentiated core Instruction

Tier 2: Students typically perform below grade level and receive targeted interventions tailored to their specific needs. They become eligible for a Recovery Plan.

Tier 3: Students may have documented disabilities identified through formal assessments and become eligible for an IEP.

## Learning Support Across Educational Levels

**EARLY CHILDHOOD** In Early Childhood, students rarely enter the program with a pre-existing special needs diagnosis. This period is critical for identifying and addressing emerging challenges in young learners. External testing may be recommended to provide more specific insights than classroom observations alone, benefiting the child's educational journey.

**GRADES 1-2 (EARLY ELEMENTARY):** In the early grades (Grades 1-2), students benefit from a proactive approach to identifying and addressing emerging challenges, ensuring they receive the necessary support to thrive academically. Learning Support at this stage emphasizes early intervention through observation and assessment to identify specific areas of difficulty, providing in-class support to facilitate engagement and learning, and offering targeted interventions such as small group or one-on-one instruction based on identified needs. This approach aims to support students effectively in their academic growth and development during the early stages of education.

**TRANSITIONING FROM LOWER ELEMENTARY TO UPPER ELEMENTARY:** As 2nd-grade students transition to 3rd grade, they will have a meeting with their Upper Elementary Learning support teacher. Both the current and upcoming grade-level teachers will collaborate to develop educational plans tailored to each student. Also, there will be a parent meeting to allow parents to meet the new elementary teacher and discuss any questions or concerns.

**TRANSITIONING FROM UPPER ELEMENTARY TO MIDDLE SCHOOL:** As 5th-grade students transition to 6th grade, they will have a meeting with their Secondary Learning Support teacher. Both elementary and secondary learning support teachers will collaborate to develop educational plans tailored to each student transitioning to middle school. Also, there will be a parent meeting to allow parents to meet the new secondary teacher and discuss any questions or concerns.

**UPPER ELEMENTARY AND MIDDLE SCHOOL (GRADES 3-8):** Students in grades 3-8 receiving Learning Support benefit from personalized approaches tailored to individual needs. Learning Support Teachers collaborate with the Head of Student Support Services to determine the most effective methods of support, including in-class support, small group work, or targeted one-on-one instruction in specific areas of learning.

**HIGH SCHOOL:** High school students at CAISL must meet the four-year requirements for the High School Diploma program. Students admitted with mild-to-moderate academic or attention-related special needs receive support from Learning Support Teachers. In high school, students are encouraged to demonstrate increasing autonomy and self-reliance. Learning Support Program accommodations are aligned with those that may be accepted in the International Baccalaureate (IB) Diploma program. This approach helps prepare students for

potential entry into the IB program by fostering skills that promote academic engagement and success in a more independent learning environment.

**LEARNING SUPPORT AND THE IB PROGRAM:** The Learning Support Program aligns with IB curriculum principles, providing inclusive support for IB students with mild to moderate learning difficulties or attention disorders. We empower IB students to thrive academically through tailored support plans and adapted instructional strategies that meet the IB requirements.

**COLLEGE BOARD PSAT/SAT ACCOMMODATIONS REQUEST PROCESS:** The College Board PSAT/SAT accommodations request process involves the Head of Student Support offering parents of students in the Learning Support Program the opportunity to request accommodations for the PSAT/SAT. Please note that this is an initial request, and approval from the College Board is required. During this process, the Head of Student Support will collect the student's address, email, psychoeducational evaluation, and school educational plan.

If the College Board requires additional information (e.g., teacher feedback), parents will be notified accordingly. If the students' evaluation report is not up to date, we will need to wait until an updated report is received stating the need for accommodations in College Board exams. Providing this updated information promptly will facilitate the accommodations request process.

## Enrichment & Extension Program

CAISL Enrichment & Extension Program (EEP) caters to each student's unique needs, potential, and strengths. The school is dedicated to offering challenging learning experiences that leverage individual strengths and encourage growth for all students.

Students at CAISL can either join the EE Program because they have been admitted and identified as a candidate for the EE Program or they will follow the process of eligibility described in table above "Criteria for Eligibility".

Students in the EE Program can either benefit from enrichment or extension support in specific Units, classes or grades and the continuation of this support is reviewed at the end of each cycle (Unit, class, grade level).

### CRITERIA AND PROCESS FOR EXITING THE ENRICHMENT&EXTENSION PROGRAM

Transition out of the EE program is based on a student's overall readiness rather than a single measure of achievement. Student's continued participation in the program is reviewed periodically. The decision is made collaboratively by the educators, student and parents.

Should new challenges or needs emerge in the future, the student remains eligible to reenter the program as appropriate.

## SERVICES PROVIDED

### Tier 1

Every student benefit from teaching strategies that encourage exploration, critical thinking, and creativity. Teachers use a variety of evidence-based strategies to engage students, accommodating different learning styles and interests. At this level, the Student Support team may assist by helping teachers design lessons that allow for deeper exploration, analyze progress data, and provide ideas for advanced differentiation.

**Partnering with Parents:** Parents contribute valuable insights into their child's interests, strengths, personality traits, family dynamics, and goals. This information helps teachers and support staff understand the student's unique needs and potential.

### Tier 2

Designed for students who may need additional support to meet their academic or intellectual potential. These students show high ability or interest in specific areas and receive tailored enrichment activities to deepen their understanding. The decision to provide Tier 2 enrichment involves collaborative planning and is based on ongoing assessments of the student's engagement, growth, and progress.

**Collaborative Enrichment Planning:** For students in Tier 2, Support Specialists work with teachers and parents to identify specific areas of strength or interest and create an Enrichment plan. This plan outlines advanced learning goals and targeted activities to keep the students challenged and engaged.

In Middle School, students have the opportunity to join an elective named "Think Outside of the Box" (TOB).

### Tier 3

Provides more intensive and individualized support for students who require a more advanced or accelerated learning path, often due to exceptional abilities in particular areas or a need for highly specialized instruction. These students may need curriculum modifications, mentorship opportunities, or independent study options to fully realize their potential.

**Collaborative Enrichment Planning:** In Tier 3, Support specialists collaborate with teachers and parents to create an Extension plan that includes specific goals, advanced strategies, and resources to support the student's academic and intellectual growth. This plan is customized to allow for accelerated learning and opportunities for in-depth study in areas of interest. The student will have to undergo a psychoeducational evaluation to determine eligibility and provide further insight into their cognitive and emotional profile.

It is important to highlight that students might be considered twice exceptional; a student can be excelling academically and have a learning or developmental challenge. This means they might excel in certain areas—like math, reading, music, or creative thinking—while also facing difficulties such as ADHD, dyslexia, autism, or other learning differences. These situations will be carefully analyzed to best fit the student's needs and provide the appropriate support.

## → ENRICHMENT & EXTENSION PROGRAM

Tier 1: All Students. Differentiated core Instruction.

Tier 2: Tiered tasks/assessments; present options on the same unit/topic. Students are eligible for an Enrichment Plan. Plan written by Enrichment Support Teacher and Implemented by Subject-area or HR Teacher.

Tier 3: Small group pull out; above grade level subject placement, online course, etc. Students are eligible for an Extension Plan and/or IEP. Plan written and implemented by Extension Support Teacher.

## Counseling Program

At CAISL, the Counseling overarching goal is to foster the holistic development of every student through a multitiered approach to counseling. Our comprehensive focus on personal/social, academic, career, and global development ensures a well-rounded framework for their growth. A responsive service that operates proactively, addressing challenges thus fostering a nurturing and supportive atmosphere.

In collaboration with teachers, administrators, and parents/guardians, counselors tailor services to meet the unique needs of each student, making the counseling program an integral part of their educational journey. The aim is to ensure that every student benefits from an equitable, developmentally appropriate, comprehensive, preventative, and interventive school counseling program.

Adhering to national ethical standards, the data-driven program is designed to enable students to achieve their full potential. Counselors follow the [ASCA](#), [ISCA](#) and [OPP](#) guidelines. We emphasize the importance of cultivating self-care, appreciating personal differences, caring for and advocating for others, and developing global citizenship. Through this program, students are guided toward becoming confident, adaptable, and open-minded critical thinkers who embrace multiculturalism and thrive in a diverse and evolving world.

At CAISL, school counselors own specialized qualifications and expertise tailored to address



the academic, career, and socio-emotional development needs of students from EC to Grade 12.

Confidentiality and privacy are closely intertwined concepts within the realm of school counseling. Privacy entails granting individuals the ability to restrict access to information about themselves, whereas confidentiality involves empowering individuals to regulate access to the information they have disclosed.

It is also important to recognize the boundaries of confidentiality. Regardless of students' ages, there are circumstances where breaching confidentiality may be necessary or mandated. The Ethical Standards for School Counselors (ASCA, 1998), the Code of Ethics and Standards of Practice (ACA, 1995) and *Código Deontológico* (OPP, 2021) articulate that counselors are ethically obliged to intervene appropriately if students engage in behavior posing clear and imminent danger to themselves or others. This principle, that the safety of individuals overrides students' rights to privacy and confidentiality, is ingrained in both ethical guidelines and legal frameworks governing counseling practice. Moreover, counselors are obligated to disclose confidential information if they suspect instances of child abuse or neglect. Another common exception to confidentiality arises when school counselors receive court orders to testify or produce records in legal proceedings.

## SERVICES PROVIDED

### TIER 1

- Planning and co-teaching Advisory lessons (SEL)
- Teaching and collaborating in small group sessions – PSHE curriculum
- Hidden Curriculum Initiative
- Planning and supporting Student Led programs

### TIER 2

- Individual/Small group Counselling Sessions
- Parent individual conferences
- Classroom accommodations

### TIER 3

- Individual Counseling sessions
- Referral to outside agency for further support
- Close communication with external resources

## → COUNSELING

Tier 1: All Students. Differentiated core Instruction. Class meetings, Advisory, PSHE sessions, etc.

Tier 2: Short-term intervention from school counselor in collaboration with Teacher/s and/or Advisor.

Tier 3: Student is referred to an outside professional. Can be recommended testing and the student becomes eligible for an IEP/BIP.

## **ADVISORY (MS) BASE CAMP (HS)**

At CAISL, each student is allocated an advisor (MS) or a Base Camp Guide (HS) who meets with them daily. The advisor's role is multifaceted, providing comprehensive guidance and support for the student's academic, social, and emotional development. Advisors help students set academic goals, monitor progress, and develop effective study habits. They also create a safe and inclusive environment for discussing social challenges, building interpersonal skills, and developing healthy relationships through activities like team-building exercises, discussions on social issues, and community service projects. Recognizing the unique challenges of adolescence, advisors offer emotional support and guidance, helping students navigate personal issues, manage stress, and develop resilience, with the ability to refer students to the school counselor if signs of emotional distress are identified. This cohesive approach is designed to support students across different grade levels as they grow and develop.

## **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) CURRICULUM**

At CAISL, the Personal, Social, Health Education (PSHE) curriculum is designed to support students in developing positive attitudes towards their social lives, physical health, and emotional well-being. Led by the Elementary and Secondary School Counselors, with assistance from other staff members as appropriate, the PSHE program addresses a range of topics that are essential for students' holistic development. Students in Grades 9–12 have the opportunity to explore interest and strength assessments, career pathways, and the alignment of their interests with potential university majors. These sessions are delivered collaboratively by the Secondary School Counselors and the Academic and Post-Secondary Counselor, who work as a team and share responsibility for facilitating the various topics covered.

## **HIDDEN CURRICULUM AND CHARACTER EDUCATION**

At CAISL, the character education program encompasses the teaching of the Hidden Curriculum, which refers to the implicit lessons and values conveyed through everyday interactions within the community. While not formally assessed, the Hidden Curriculum plays a vital role in fostering qualities such as respect, empathy, and responsibility among our students. Through modeling by staff, intentional efforts in counseling sessions, classroom guidance, and school-wide events, students learn to embody these values, preparing them to become compassionate and ethical global citizens.

## **Student-Led Support Programs**

At CAISL, we believe in the power of student leadership and the positive impact it can have on the school community. Through student-led programs, we cultivate a culture of leadership, collaboration, and support where students are empowered to make a difference in their own lives and the lives of others. These initiatives not only enhance the overall student experience at CAISL but also contribute to the development of responsible, compassionate, and engaged global citizens.

**Peer Mentor:** Peer Mentors program empowers students to take an active role in teaching certain aspects of the Personal, Social, Health Education (PSHE) curriculum to their peers. Peer Mentors are trained to facilitate discussions, lead activities, and provide guidance on topics such as procrastination and motivation, stress management, diversity and inclusion, digital media balance and healthy relationships. By learning from their peers, students gain a deeper understanding of important life skills and develop stronger connections within the school community. Peer Mentors also serve as positive role models, demonstrating leadership, empathy, and effective communication skills that inspire their peers to strive for personal growth and success.

**New Student Support:** To help new students transition smoothly into our school community, the Student Support Services team provides multiple layers of support. At New Family Orientation, students receive a New Student Handbook with key information about school life. Additionally, we may offer further support to new students through individual check-ins as needed, providing personalized guidance to help them transition, integrate, and feel welcomed at CAISL.

**Parent Sessions:** Organizing and delivering parent education sessions and presentations on topics relevant to child development, mental health, academic success, and school policies.

Providing resources and guidance to parents on how to support their children's emotional, social, and academic well-being. Collaborating with other school staff to ensure a unified approach to supporting parents and families within the school community.

**Individual/Small Group Counseling:** School counselors engage in one-on-one sessions with students to offer short-term support for various problems or concerns. The responsive approach aims to minimize any further setbacks students may experience. Small group counseling sessions are an integral part of our counseling program at CAISL, providing students with a supportive and confidential space to explore a variety of topics aimed at promoting social-emotional growth and well-being.

**Crisis Intervention & Support:** The counseling team provides immediate support to students experiencing emotional distress, safety concerns, or urgent personal challenges. Referrals may come from teachers, administrators, or parents, and students may also seek support independently. Counselors assess each situation, provide stabilization strategies, and determine appropriate next steps. Support may include individual check-ins, behavioral interventions such



as Tier 2 support, or collaboration with teachers to implement classroom strategies. Additionally, counselors offer classroom guidance lessons to address social-emotional well-being and foster a supportive learning environment. When needed, referrals to external professionals are made to ensure student safety and well-being.

## HEALTH PLANS

Health Plans are essential documents for students with medical conditions. At CAISL, Health Plans are developed collaboratively by the student support services team, school nurse, parents, and healthcare providers to outline the specific support students need during the school day.

A Health Plan details the student's medical diagnosis, triggers, and symptoms, as well as an emergency protocol that includes what to do in a crisis and who is involved in the child's medical care. It also provides specific instructions for medication administration and any potential side effects. Beyond daily care, the plan is designed to make adjustments and alternative arrangements so that a child can participate as fully as possible in school life, with specific considerations for activities such as physical education or school trips.

### Parent Responsibility and Collaboration

The collaboration between school staff and parents is essential for a successful Individualized Health Plan. As the primary source of information regarding a child's health history and specific needs, it is crucial that parents provide the school with a comprehensive and up-to-date record. This collaboration must continue throughout the school year. Parents must promptly inform the school nurse and relevant staff of any changes in their child's diagnosis, medication, or care plan. This continued partnership is of utmost importance to ensure the child's safety, health, and ability to fully participate in school life.

### Secondary Physical Education Program – Modified Assessment (MA)

For secondary students without a Health Plan, a modified PE assessment can provide the necessary accommodations to help them fully participate and earn the credits required for graduation. The expectations to be able to access the Modified PE Assessment Program are as follows.

Secondary students who have a health condition that prevents them from participating in regular physical education classes must provide a doctor's/physiotherapist's note. The note should describe the condition, specify the physical activities the student can participate in, and list any activities they should avoid. This note must be submitted to the CAISL nurses and the Principal for approval to change the student's regular assessment to a modified assessment.

## EXPECTATIONS

- Walking activity: The student must complete a minimum of 35 minutes of walking around the PE space designated by the teacher. In case of inclement weather or indoor classes, the walking activity will be replaced with a stationary bike activity.
- Research activity: The student must submit one essay per unit on a topic assigned by the teacher. The topic may relate to the unit being taught or to Wellness (or more specific related topics). The student will have 20-30 minutes each class to research and prepare information for the essay, which can be written outside of class.

## ASSESSMENT RUBRIC PER UNIT

- Each class in which the student participates in the physical activity earns points.
- The average time spent per class also affects the final score.
- If the activity is performed in 5 or more classes during the unit:
  - Average time per class  $\leq$  40 minutes  $\rightarrow$  89 points (B+)
  - Average time per class  $\leq$  30 minutes  $\rightarrow$  86 points (B)
  - Average time per class  $\leq$  20 minutes  $\rightarrow$  83 points (B)
- If the activity is performed in fewer than 5 classes during the unit:
  - Average time per class  $\leq$  40 minutes  $\rightarrow$  83 points (B)
  - Average time per class  $\leq$  20 minutes  $\rightarrow$  79 points (C+)
- Bonus:
  - Completed essay  $\rightarrow$  Additional 0–3 points

## MATERIAL NEEDED FOR EVERY CLASS

- Comfortable clothes and shoes for the walking activity.
- A watch or a phone to measure steps/km done during the walking activity, so the student can keep it as evidence.
- Activity Notebook, where the student must make a class log with info regarding the walking activity (time walked, steps or km walked; heart rate; and reflection/unit. The class log needs to be signed by the teacher at the end of the class.
- School laptop so students can research the essay topic after finishing the walking activity.

# PARENTAL INVOLVEMENT

At CAISL, parental involvement is essential for the success of students receiving support services. By actively participating in the child's school life, maintaining open communication with teachers, support team, and monitoring progress at home, parents can play a critical role in supporting their child's academic and personal growth. This collaborative approach between parents, educators, and support staff fosters a positive and inclusive learning environment, maximizing the potential of every student.

## Ways Parents Can Participate

### **ATTEND INDIVIDUAL EDUCATION MEETINGS**

Parents are encouraged to actively participate in meetings, where specific learning goals, and accommodations are discussed and established. Parents are invited to provide input on their child's strengths, challenges, interests, and needs.

### **COLLABORATIVE COMMUNICATION WITH TEACHERS AND SUPPORT TEACHERS**

Establish ongoing communication channels to discuss progress, concerns, and updates related to the child's learning and behavior. Maintain regular updates on the supports, approaches, and accommodations being provided to support the child's learning. Seek feedback on the strategies in place and share observations from home or from other professionals external to CAISL involved in the child's care.

### **ENGAGE IN HOME-SCHOOL COLLABORATION**

Foster a collaborative partnership between parents and learning support staff to implement strategies and recommendations at home (Study skills). Collaborate with support teachers to understand the child's learning goals and reinforce skills and concepts at home. Encourage consistent practice and provide positive reinforcement for effort and improvement.

### **TRACK ACADEMIC AND BEHAVIORAL PROGRESS**

Monitor academic performance and behavioral changes by reviewing assessments, progress reports, and behavior logs provided by learning support teachers. Identify patterns and areas for growth to adjust support strategies accordingly.

### **ATTEND PROGRESS MEETINGS AND CHECK-INS**

Attend scheduled progress meetings or check-ins with learning support teachers to receive updates on the child's development. Discuss achievements, challenges, and adjustments to the learning plan as needed.

### **ENCOURAGE SELF-ADVOCACY AND INDEPENDENCE**

Empower your child to advocate for their own learning needs and preferences. Foster independence by encouraging self-monitoring and self-reflection on learning progress and challenges.

# DATA PROTECTION & PRIVACY LAWS

Data protection involves safeguarding personal and confidential information from unauthorized access, misuse, loss, or corruption. At CAISL, we are committed to protecting personal and confidential information.

At CAISL, we comply with the GDPR (General Data Protection Regulation) enacted by the European Union in 2018 to prevent security incidents and ensure responsible and efficient data processing practices.

We recognize the paramount importance of respecting privacy and data protection at CAISL. Transparency and respect for privacy are our priorities throughout our counseling services. We strictly limit data collection to what is necessary for counseling purposes and maintain stringent security measures to safeguard this data from unauthorized access or disclosure.

Overall, GDPR underscores the significance of accountability, transparency, and respect for individuals' privacy rights. These principles are crucial for ensuring that our school counseling services comply with data protection laws while delivering effective support to students.

According to the Confidentiality and Data Protection Policy outlined in the Board Policy Manual, Series 6, CAISL is deeply committed to safeguarding all personal and sensitive information collected from both clients and employees. CAISL pledges to uphold the utmost privacy standards for such data, aligning closely with the principles of data protection and the General Data Protection Regulation (GDPR).

Every piece of data under the school's authority will be duly categorized as either personal, sensitive, or both, as per existing legislation. This classification ensures that all data is managed in strict adherence to legal mandates and access protocols.

As stipulated in section 6.30, personal data shall only undergo processing in manners consistent with the original purposes for its collection. It will be securely stored within the school's databases, whether in electronic or printed formats.

Moreover, CAISL is committed to ensuring that all data shall be retained only for as long as necessary for its intended purpose. Upon reaching the end of its designated utility, data will be systematically destroyed, employing methods that guarantee the confidentiality of information. Our school pledges to abide by all legal requirements concerning the retention of student-related data.

# ADMISSIONS

## Admission Process

The admission process for the Student Support Program aims to evaluate each student's academic history, learning needs, and potential for success within our inclusive educational environment. Our goal is to provide appropriate support to enable students to thrive academically, socially, and emotionally at CAISL. The admission decision considers the capacity of our program to meet the student's needs effectively and ensure a positive educational experience.

## Academic And Behavior Reports

- Review of the most recent three years of school reports showing academic results and teacher/tutor comments.
- If the academic record (transcript) does not include teacher comments, copies of report cards with teacher feedback are required.

## Standardized Tests

- Submission of standardized test results, such as MAP, Iowa (USA), SATS, or (I)GCSE (UK), if available.

## Educational/Psychological Testing

- Providing educational or psychological testing reports, including Individualized Education Plans (IEPs) or 504 plans, if applicable.
- CAISL's Learning Support program is tailored to support students with mild to moderate learning difficulties. Admission is contingent upon the student's ability to thrive with moderate levels of support within our program.

## Letters Of Recommendation (Optional)

- Submission of letters of recommendation from teachers or the previous school, which can provide valuable insights into the student's academic and behavioral strengths.



## Medical Report (If Applicable)

- If the student has medical conditions requiring attention from the school nurse, a medical report may be necessary for a comprehensive assessment.

## CAISL Admission Testing (As Needed)

While CAISL typically does not administer admissions testing, in specific cases, testing may be required for:

- Non-native English speakers applying for High School (9th through 12th Grades) to ensure English proficiency at a level suitable for the program.
- Applicants demonstrating difficulties with Mathematics based on school records.
- Students aiming to enter the Portuguese Native Language Program who do not come from a Portuguese-language instructional background or whose records indicate challenges with Portuguese proficiency.

## Continuing Admissions and Exclusions

(CAISL Board Policy 8.201) Acceptance to CAISL is always conditional. The Director will follow the guidelines below when determining if a student should be immediately excluded (expelled) or denied re-enrollment for the subsequent year:

- i. Students with special learning needs for whom CAISL cannot provide or continue to provide a program or services suited to his/her individual learning needs.
- ii. Students who are not benefiting from the academic program as shown by poor effort and/or academic progress and/or a pattern of frequent unexcused absences.
- iii. Students who do not adhere to the policies, rules, and regulations for student conduct, as detailed in the Student-Parent Handbook and the Board Policy Manual.

