

Nurturing Support Center

3. Who is it for?

The NSC Supports Students Who:



Require more intensive and individualized support than what existing universal and targeted interventions can provide.



Experience significant and persistent difficulties in their daily functioning, as reflected in the frequency, intensity, or duration of their challenges.



Experience significant *emotional* distress or adversity that affects their well-being, engagement, or participation in school.



Have a Student Preventive Action Plan identifying the need for coordinated, individualized support.

These are meant to be indicators of support needs, not strict eligibility criteria. *An NSC needs to provide a flexible, needs-based approach and avoids suggesting that students must meet all four conditions to access support.*

Access to the NSC

Access to the NSC is guided by the student's individual needs, level of functioning, and the intensity of support required to promote regulation, engagement, and continued participation in learning.

Therefore, access to the NSC is NOT determined by:

- **Categories of difficulties** or specific behavioural challenges
- **Classroom type** or educational placement
- **Grade level** or age group
- **Medical diagnoses** or clinical profiles

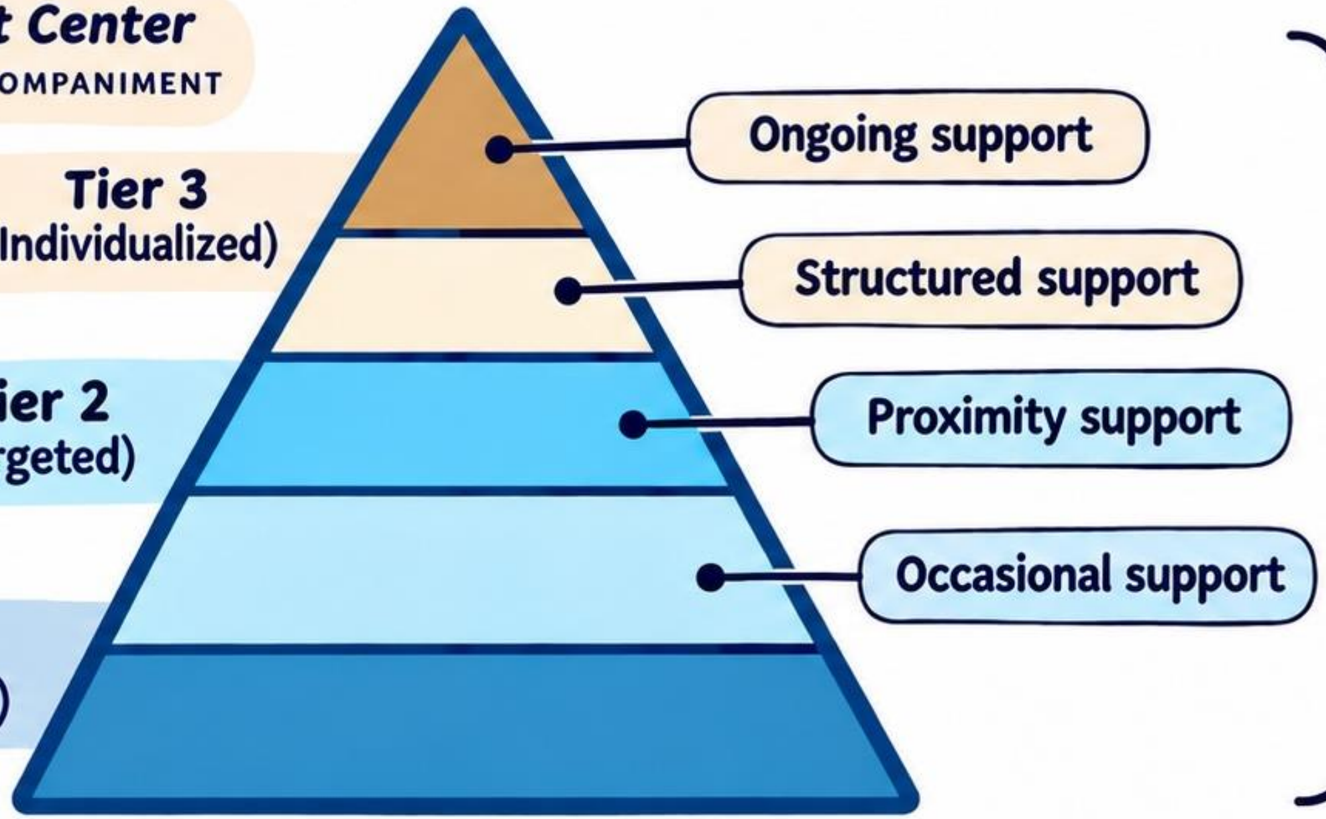
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The NSC Within School Supports

An integrated support within the multi-tiered system of support (MTSS) model / continuum of services.

Nurturing Support Center

LEVELS OF SUPPORT AND ACCOMPANIMENT



DISTRIBUTION OF STUDENTS WITHIN THE NSC

The NSC is not meant to be a place where a student is removed from their setting. It is a structure that adjusts the environment to keep the student on their educational path.

NSC

Occasional Support

0–15% of time with support from the NSC team

The student is generally able to meet the expectations of their role ss a student in the regular classroom, with occasional support from NSC staff.

Functions of the NSC

- Establish a point of contact
- Prevent and support trattetions
- Reduce the emergence of difficulties in at-risk students

Ongoing Support

80%t of time with support from the NSC team

The student experiences significant and consistent difficulties meeting the expectations related to their role as student.

Functions of the NSC

- Ensure the student's schooling
- Implement a reintegration process
- Ensure a sense of safety and belonging within the school
- Increase collaboration between the classroom, the student, the NSC, and other partners

Support of Proximity

15–30% of time with support from the NSC team

The student experiences difficulties on a regular basis meeting the expectations related to their role as a student.

Functions of the NSC

- Establish more frequent points of contact of pıalnned check-ins
- Prevent and support transitions
- Help the student cope with challenging moments and anticipate them (e.g., changes, end of period, etc.)

Structured Support

30–80% of time with support from the NSC team

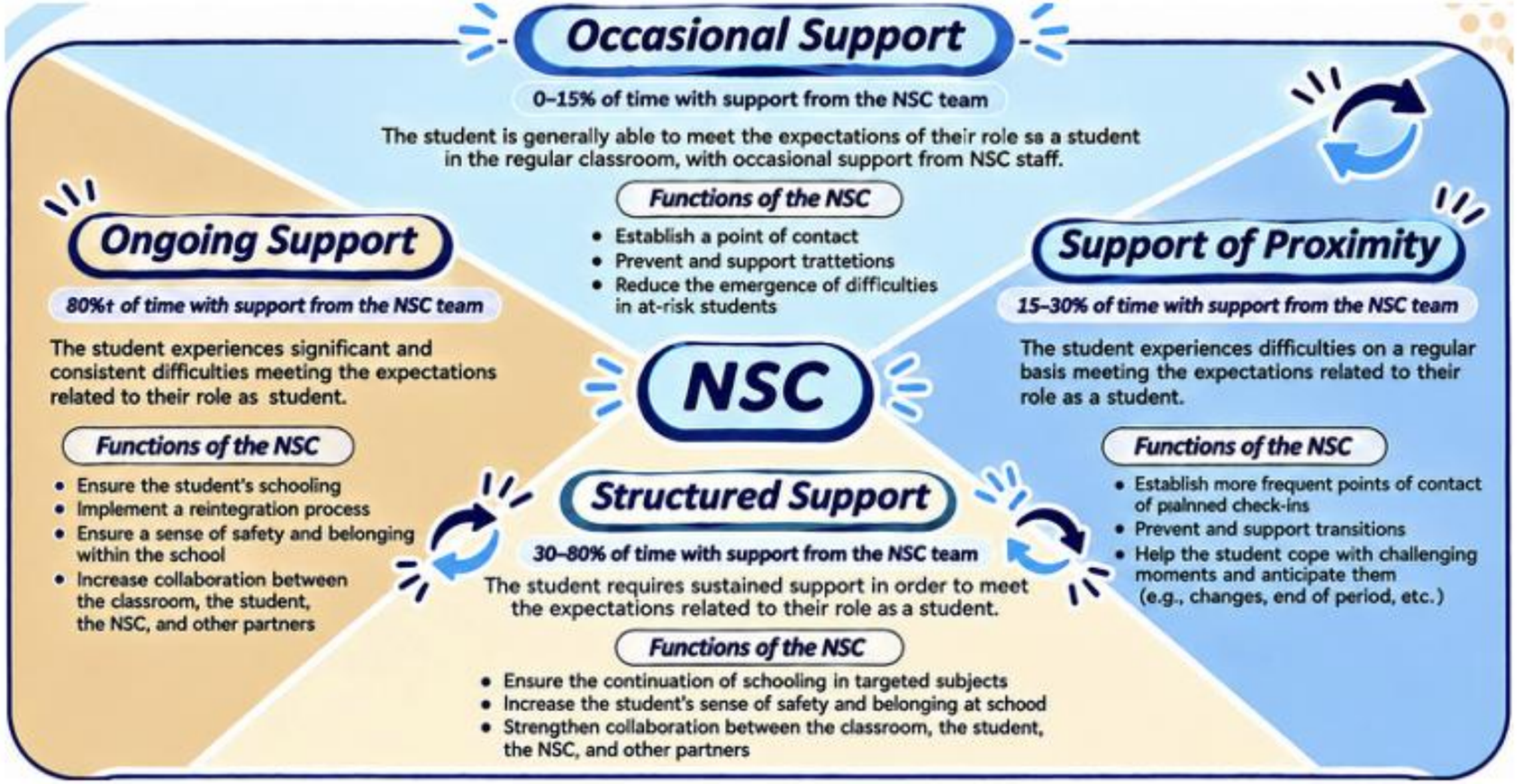
The student requires sustained support in order to meet the expectations related to their role as a student.

Functions of the NSC

- Ensure the continuation of schooling in targeted subjects
- Increase the student's sense of safety and belonging at school
- Strengthen collaboration between the classroom, the student, the NSC, and other partners

PLEASE NOTE: With regard to allocated time, the degree of accompaniment provided to a student is based on the combined supports by the NSC as well as other associated resources (e.g. Technician's office, Resource Room, etc.). Therefore, the % of attendance time stated above does not refer only to physical presence in the NSC environment.

WHO IS IT FOR? — A Needs-Based Approach



NSC PORTRAIT BY LEVEL OF SUPPORT

Put together an overall portrait of the students attending your school's Nurturing Support Centre. How many students are currently being supported by this service? How are they divided by grade level? What is the approximate percentage of students by level of support (occasional support, support of proximity, structured support, ongoing support)? Based on the portrait does the NSC seem to be functioning as a complementary support, or is it compensating for the lack of strong classroom universal and targeted practices?