How Does the NSC Work?

At the Organizational Level (Macro-Level Functioning)

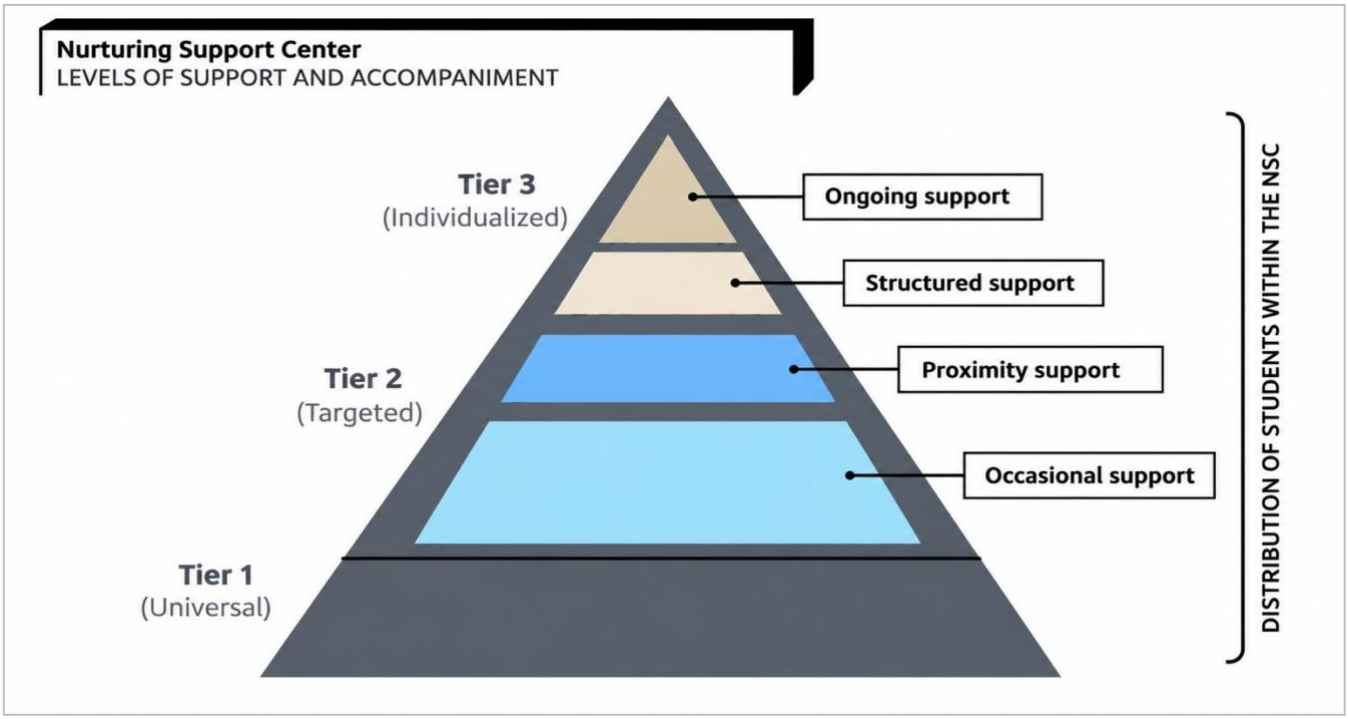
Generally, students are referred to the Nurturing Support Center as part of the school's Tier 2 or Tier 3 continuum of support.

At Tier 2, for example, the NSC may serve as a point of contact for students who benefit from preventive check-ins with a trusted adult or who require additional support in specific situations, such as when a substitute teacher is present or during particular classes in their schedule.

At Tier 3, the NSC may provide a safe haven, ongoing support, and structured guidance for students experiencing more significant adjustment difficulties who need a secure environment where they can settle and regain a sense of stability.

However, the level of support provided and the specific role of the NSC must be determined through a careful assessment of each student's needs.

The distribution of students across the tiers of support will naturally be influenced by the size of the school, the capacity of the NSC, and the number of students experiencing significant difficulties within the school.



** For additional information, please refer to the following section.*

Potential Student Support Pathways in a School with an NSC

1. <u>Preliminary Identification and Assessment of Student Groups (June–August)</u>

Before behavioural or emotional difficulties become apparent, some students may benefit from being assigned to the NSC at the very beginning of the school year.

Information gathered during the transition from elementary to secondary school, transfers between schools, or transitions between grade levels provides valuable insight into the profiles and needs of students experiencing significant challenges.

These students may therefore be identified as priority candidates for NSC support.

The number of students assigned during this preliminary planning stage will help determine the remaining capacity of the NSC to accommodate additional students throughout the school year.

2. Students Whose Needs Remain Unmet Despite Universal and Additional Targeted Support Measures

At this stage, it is essential to document the difficulties experienced by the student, along with the various strategies and interventions that have already been implemented to address them.

Documentation should include what interventions were attempted, who was involved, how they were implemented, how long they have been in place, and how the student responded.

Particular attention should also be given to the different contexts and environments in which the student functions.

Collaborative practices are especially important during this stage of clinical reflection and throughout the subsequent implementation of targeted interventions. Parents and students themselves are key partners in identifying needs and developing appropriate responses.

Depending on the board and school, the composition of the collaborative consultation team may vary.

Ideally, this team brings together the teachers directly involved, the consultant and/or professional associated with the NSC, members of complementary and educational services, one or two teachers who are not directly involved in the student's current difficulties, and members of the school leadership team.

Combining these different perspectives and areas of expertise strengthens the team's understanding of the student and supports more coordinated decision-making.

During these collaborative case consultations, the team should reflect on the following questions:

- What concerns have been observed? Which behaviours, emotional responses, or difficulties require further understanding or clarification?
- What universal and targeted support measures are currently in place for this student? What impact have these measures had? Which practices could be added or adjusted to better support all students, including the student in question?
- Which student needs remain unmet? In what contexts or situations are these unmet needs most apparent?
- What targeted or individualized support measures could be considered? How should roles and responsibilities be distributed among the various professionals

and consultants involved? How should the current action plan be adjusted? How much time should be allocated to implementing the strategies and evaluating their effectiveness?
- Could the NSC be an appropriate support measure for addressing the identified unmet needs? If so, to what extent and for what specific purposes?
- How should the NSC be introduced to the student? How can a visit to the physical space and an introduction to the adults working there be planned to promote familiarity, trust, and a sense of safety?

The accompanying document, "*Considerations – Links to the Tiered Support Pyramid Documents and Guiding Questions*," is intended to support reflection on how to respond to student needs at each tier of intervention while taking into account the specific considerations associated with each level.

Without a clearly defined continuum of graduated interventions, premature referral to the NSC could undermine the careful examination and strengthening of universal practices, leading schools to move too quickly toward individualized interventions.

Such an approach would be inconsistent with research-informed principles underlying the multi-tiered system of support (MTSS) framework.

Unexpected Situations and Crisis Contexts

The NSC model is primarily designed around a preventive, proactive, and planned approach to student support.

However, it is not always possible to anticipate exceptional circumstances or unexpected adverse experiences that may affect a student's ability to function at school.

Responding to Unexpected Situations

Depending on the size of the NSC's physical space, the availability of staff, and the number of students already assigned to the center, a school may or may not be able to use the NSC as a support measure for unexpected situations.

Priority access to the NSC should remain with students experiencing significant and recurring difficulties.

Nevertheless, when capacity allows, the NSC may also serve as a temporary safe haven for students facing exceptional adverse circumstances, such as a major disruption in their home environment or a return to school following hospitalization.

When the NSC is already operating at full capacity, the school may consider alternative or complementary support measures for students experiencing unexpected difficulties, such as a designated emotional regulation area, a temporary support classroom, or another appropriate school-based resource.

Crisis Intervention

Schools must establish clear procedures identifying the appropriate spaces, staff members, and communication pathways to be used when a student experiences a crisis.

Crisis intervention procedures should be straightforward, clearly understood, and easy to implement, particularly in situations where a student's behaviour escalates while they are attending the NSC. *Consider including these procedures within the school protocol for control measures*.

A supportive adult posture—characterized by emotional regulation, warmth, and care—combined with knowledge of co-regulation and de-escalation practices, is particularly valuable for staff working within the NSC.

Schools should also consider identifying appropriate spaces where students can safely express and work through intense emotions.

Outdoor areas, school gym or weight training room, and any other space to allow for physical activity may provide suitable alternatives in certain circumstances.

Within the NSC itself, a clearly designated reception or transition area may allow staff to welcome a student who is experiencing dysregulation and provide appropriate co-regulation support.

Establishing these procedures and environmental supports helps ensure that the NSC remains a psychologically safe environment for the students assigned to it.

In principle, students who experience a crisis may return to the NSC once they have regained a sufficient level of regulation.

Furthermore, it is essential that NSC staff allocate the necessary time to complete an incident report following a crisis situation, particularly when a control measure has been used exceptionally in response to an imminent threat to safety. (*refer to MEQ control measures framework*)

How Does It Work?

At the Operational Level (Micro-Level Functioning)

Interventions and Practices Within the NSC

Implementing a Nurturing Support Center requires, above all, a fundamental shift in perspective: the goal is not to correct the student, but rather to adjust adult practices and environments to support the student's regulation.

This transformation requires a high degree of consistency across the school. The approaches implemented within the NSC must also be reflected in classroom practices and shared by all adults. Otherwise, students may experience inconsistencies that undermine the intended benefits of the support provided.

From this perspective, adult posture remains the most important factor. No tool or strategy can compensate for a relationship that does not foster safety, inconsistent adult responses, or difficulties providing co-regulation.

It is equally important to avoid over-intervention. Introducing too many strategies can create additional demands and overwhelm both students and staff, whereas simple, consistent, and repeated actions are often more effective.

Furthermore, a state of calm should not be viewed as a prerequisite that students must achieve before learning or engaging in reflection. Rather, calm emerges when their needs for safety, connection, and understanding are met.

Finally, ongoing vigilance is needed to prevent a shift toward practices focused primarily on control or compliance. Even with the best intentions, the NSC can gradually become a behaviour management setting if its foundational principles are overlooked.

It is therefore essential to regularly return to three central guiding principles: the student's needs, the quality of relationships, and the adjustment of environments.

The following are examples of practices that would benefit from collaborative reflection among school staff to identify more responsive, attachment-informed alternatives.

Comparison of Intervention Practices in a School Implementing a Nurturing Support Center

	Practices to Prioritize (aligned with the philosophy of the NSC)	Practices to Avoid or Transform (punitive approaches or overly behaviour-focused)
1 **Welcoming and building relationships**	• Welcome the student with a calm, caring, and predictable presence • Observe signs of discomfort (reading the student's cues) • Offer co-regulation immediately (body, posture, tone)	• Welcome the student using a purely cognitive approach (a speech, a fact sheet, an authorization) • Focus on the behaviour or interrogate/confront upon arrival • Rely on rewards for appropriate behaviour
2 **Understanding behaviour**	• Understand behaviour as a manifestation of underlying needs • Consider the function of behaviour (safety, connection, belonging, etc.) • Adjust the environment rather than trying to change the student	• Interpret behaviour as a willful choice or something to correct • Focus solely on observable behaviour • Rely exclusively on consequences to prevent recurrence
3 **Responding to needs**	• Prioritize basic and contextual needs (security, rest, food, movement) • Offer concrete, tailored options (space, time, adult presence) • Create favourable conditions for success and a sense of belonging	• Respond to needs only after the student has been "calmed down" • Label behaviour as inappropriate • Minimize the student's underlying needs
4 **Managing emotions**	• Actively co-regulate with the student (presence, tone, rhythm, proximity) • Validate and acknowledge the emotions experienced • Teach and model adaptive emotion regulation strategies • Recognize the helpful function of emotions (e.g., a protective signal) • Adjust expectations based on the student's state of regulation	• Expect the student to regulate on their own, without support • Focus only on verbal control or self-calming techniques during dysregulation • Interpret emotional expressions as manipulation, a way to gain control, or inappropriate behaviour • Look for immediate compliance rather than exploring what the student needs
5 **Calming and regulation**	• See calming as part of the intervention process • Intervene on the causes (e.g., fatigue, sensory overload, relationship) • Respect the student's individual regulation pace	• Expect calmness as a precondition for intervention • Use only quick "techniques" to make the student calm down • Rush the student back to class as soon as they appear calm
6 **Adult-student relationship**	• Maintain a stable, predictable, and unconditional relationship • Adapt one's posture and communication style (tone) • Build a sense of belonging within a supportive school community	• Base the relationship on threats (consequences, ultimatums) • Use the relationship as a control tool • Give up or neglect an attentive, caring adult posture
7 **Discipline and supervision**	• Use discipline as an educational tool • Maintain the connection during interventions • Provide clear, coherent, and restorative interventions	• Use discipline as the primary form of response • Isolate the student without support • Focus solely on compliance
8 **Teaching skills**	• Teach in a concrete, meaningful, and relevant way • Model and practice new skills in real-life contexts • Adjust the teaching approach based on the student's pace, interests, and motivation • Consider that the acquisition of a new skill is a gradual process that requires time and repetition	• Assume that teaching a skill will automatically lead to its use • Apply the same general approach to all contexts • Teach a skill once, without providing ongoing support • Expect immediate mastery, even when the student is in a dysregulated state • Ignore the importance of repetition and systematic practice in a safe, stable environment
9 **Break times**	• Use break time as a safety and regulation tool • Allow for team consultation time • Maintain relational and supportive follow-up	• Use break time as punishment or exclusion • Leave the student alone, without support • Seek immediate compliance

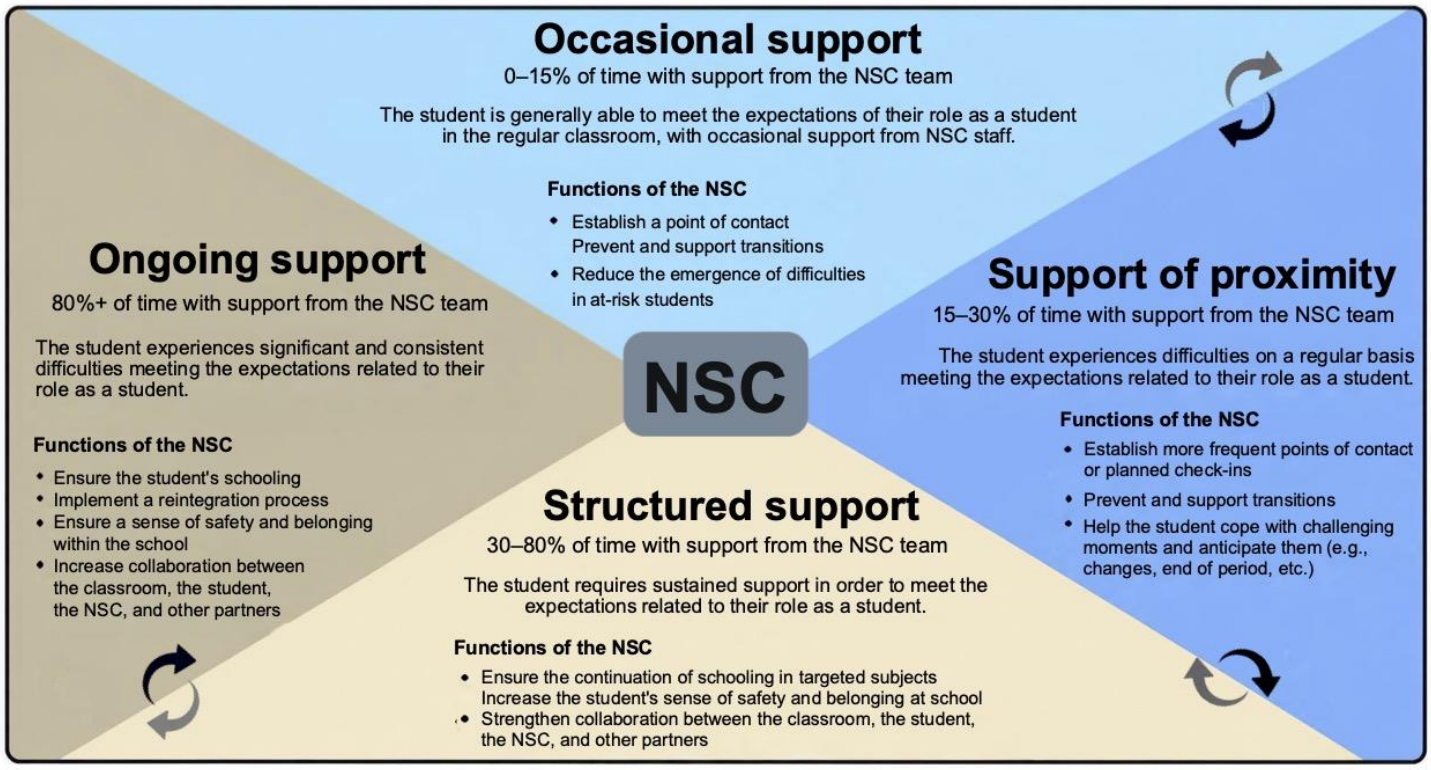
Determining Students' Levels of Support

Every student attending the NSC has a unique profile and individual needs. Consequently, each student's schedule should be developed with these needs in mind.

Various support arrangements may be considered, depending on the level of structure, guidance, and assistance required.

Students assigned to the NSC remain members of their regular classroom group.

Each student has an individualized schedule* that preserves access to the academic subjects necessary for educational success. This support measure must be documented in the student's Preventive Action Plan or Individualized Education Plan (IEP).



Different levels and arrangements of support may therefore be offered. When required, the *Direction des services éducatifs* (DSE – Educational Services Department) must approve requests for exemptions in accordance with Section 222.1 of Quebec's Education Act.

Once the following elements have been determined:

a) The level of support required by the student;

b) The specific role and purpose of the NSC in responding to the student's needs;

c) Whether other school-based services could provide complementary support;

The Different Levels of Support

The levels of support represent a continuum of increasing intensity and frequency of assistance provided by the Nurturing Support Center (NSC) team and its associated resources.

These levels are not rigid categories to which students are permanently assigned. A student may benefit from different forms of support depending on the context, the time of year, or the evolution of their needs.

The amount of support provided is adjusted according to the student's needs for guidance and assistance rather than a predetermined schedule.

Support time does not refer exclusively to the amount of time a student spends physically within the NSC. Rather, it encompasses all the time dedicated to supporting the student by the NSC team and its associated resources.

1. Occasional Support — 0–15% of Support Time

- The student is generally able to meet the expectations associated with their role as a learner in the regular classroom. However, they may benefit from occasional support in specific situations or targeted contexts.
- The NSC may, for example, establish a preventive check-in with a trusted adult, provide support during certain transitions, or intervene at times identified as particularly vulnerable.
- Support is generally low in intensity and may be provided in various school settings, depending on the student's needs.

2. Proximity Support — 15–30% of Support Time

- The student regularly experiences some difficulty meeting the expectations associated with their role as a learner. They therefore benefit from more frequent and planned support from the NSC team and its associated resources.
- This support may include regular check-ins with trusted adults, assistance during transitions, or additional guidance during situations or periods identified as particularly challenging or predictable.
- The goal is to prevent disruptions and promote the student's participation in their usual school environments, without necessarily making attendance at the NSC the preferred form of support.

3. Structured Support — 30–80% of Support Time

- The student requires sustained and structured support to meet the expectations associated with their role as a learner and maintain their participation in school.
- Interventions are more deliberately planned, coordinated, and adapted to the student's needs.
- The NSC team and its associated resources may:
    - Support the continuation of the student's education in certain subjects or school contexts.
    - Help the student develop greater self-awareness and self-understanding.
    - Strengthen the student's sense of safety at school by responding more effectively to their needs.
    - Intensify collaboration among classroom teachers, the student, the NSC team, and other partners.
- Support may be provided in various locations and contexts throughout the school and does not necessarily correspond to an equivalent amount of time spent physically within the NSC.

- The overarching objective remains to support the student's participation and continued education in the regular school setting.

4. Continuous Support — 80% or More of Support Time

- The student experiences significant and widespread difficulties meeting the expectations associated with their role as a learner and requires highly intensive, ongoing support.
- The NSC team and its associated resources work in close coordination to support the student's continued education, sense of safety, self-awareness, and participation across different school settings.
- This support may involve a substantial adult presence alongside the student, but it also includes planning, coordination, collaboration with teachers and other partners, and interventions delivered in various areas of the school.
- As the student's needs evolve, a gradual reintegration process into certain school settings or activities may be planned.
- The intensity of support should continue to be adjusted to promote, whenever possible, increased student participation in regular educational settings.

Careful planning of interventions becomes essential

Which stakeholders will be involved? What objectives will they pursue? What roles and responsibilities will each person assume?

The interventions developed in response to the student's needs should aim to support progression toward the next level of independence and reduced support.

For example, if a student is identified as requiring *structured support* (Level 3 in the diagram on the previous page), interventions should gradually help the student move toward *proximity-based support* (Level 2).

One indicator of progress will be an increase in the amount of time the student spends in the regular classroom while actively engaged in learning activities (see the Action Plan section for further details).

Regular monitoring of interventions is essential to assess progress and make necessary adjustments.

Throughout this process, both the NSC team and the broader school team must demonstrate patience, consistency, and ongoing support to create the conditions necessary for student growth.

There is no predetermined timeline for how long a student may require an adapted schedule.

However, as students make incremental progress, adults should encourage a gradual return to regular classroom expectations, while ensuring that students feel safe and increasingly confident in their ability to adapt to the demands of the school environment.

Scheduling and Access to the NSC

The NSC provides flexible, preventive support throughout the school day, based on students' emotional and academic needs.

The following arrangements should be adapted according to the level of support each student requires.

Before Classes Begin

Some students may begin their school day at the NSC to:

- Review their schedule and ensure they have the necessary materials (organizational support).
- Prepare emotionally or manage sensory needs before joining their classroom.
- Receive brief or scheduled support related to personal difficulties, academic concerns, or stressful circumstances.

Some students may also benefit from having personal lockers located within the NSC.

During Class Time

Students may have scheduled periods at the NSC to:

- Reduce the demands associated with adapting to the classroom environment.
- Receive academic or emotional support.
- Work individually or in small groups with a special education teacher, resource teacher, or member of the NSC team.
- Access a calm, structured environment in which to complete academic tasks.

The NSC team collaborates closely with classroom teachers to ensure consistency between interventions provided in the NSC and those implemented in the classroom.

During Transitions

Transitions, such as recess or moving between classrooms, can create stress and dysregulation for some students.

Students may access the NSC before or after these periods to:

- Support emotional and sensory regulation.
- Gradually develop greater independence in managing more stimulating environments.
- Prepare to return to the classroom in a more regulated state and with greater readiness to engage in learning.

During Lunch

The NSC may offer:

- A brief check-in with a trusted adult before or after the lunch period.
- A quieter, supportive lunch alternative for students who are particularly sensitive to social or sensory stimulation. This may include:
    - A small-group setting with reduced noise and distractions.

- Adult support to facilitate positive social interactions.
- Opportunities to gradually develop the capacity to participate more fully in regular school activities.

The objective remains to support the student's gradual reintegration into regular school life.

At the End of the School Day

At the end of the school day, the NSC may provide an opportunity to bring the day to a close by:

- Processing difficulties or challenges encountered throughout the day.
- Planning and preparing for the following day's activities.
- Supporting the transition home, when necessary.

Scheduled Breaks Based on the Student's Profile and Individual Needs

Some students may benefit from planned access to the NSC at specific times throughout the school day to prevent emotional dysregulation, reduce accumulated stress, or minimize sensory overload. These breaks are established proactively, based on the student's individual profile, identified needs, and the situations or environmental demands that may compromise their sense of safety, regulation, or ability to engage in learning.

Scheduled breaks may be incorporated into the student's individualized timetable or arranged in anticipation of particular circumstances known to create additional challenges, such as the presence of a substitute teacher, transitions between classes, periods of heightened sensory stimulation, or particularly demanding academic or social situations.

The purpose of these breaks is not to remove the student from challenging situations unnecessarily, but rather to provide timely and appropriate support before difficulties escalate.

Depending on the student's needs, these breaks may offer opportunities to:

- Access a quieter, more predictable environment that reduces sensory, emotional, or cognitive demands.
- Connect with a trusted adult who can provide reassurance, emotional support, and co-regulation.
- Engage in familiar activities or use individualized regulation tools that promote a sense of safety and stability.
- Take a temporary pause from overwhelming demands while preserving the student's connection to their regular classroom and school activities.
- Prepare for an anticipated challenge or transition with the support of an adult.

The timing, frequency, and duration of these breaks should remain flexible and be adjusted according to the student's evolving needs. Their effectiveness should be monitored collaboratively with the student, classroom teachers, and NSC staff.

The overarching objective is to prevent unnecessary escalation, support the student's capacity to remain engaged in school, and progressively strengthen their ability to recognize and respond to their own regulation needs across different environments.

Pre-Scheduled Intervention Periods to Work Toward Individualized Objectives

In addition to preventive regulation breaks, students may benefit from pre-scheduled periods within the NSC dedicated to working toward specific individualized objectives outlined in their Student Preventive Action Plan.

These periods can be incorporated at different times throughout the school day, according to the student's schedule, identified needs, and availability for learning. Unlike breaks intended primarily to reduce immediate stress or prevent dysregulation, these planned intervention periods provide opportunities for intentional teaching, exploration, guided practice, and reflection.

Whenever possible, these interventions should take place when the student feels sufficiently safe, receptive, and emotionally available to participate in learning and experimentation. The goal is to introduce and practice new strategies during periods of relative stability, rather than expecting the student to acquire unfamiliar skills while experiencing significant distress or dysregulation.

Depending on the objectives identified in the Student Preventive Action Plan, these periods may focus on:

Exploring and Identifying Individualized Regulation Strategies:

- Introduce and explore different tools, activities, and strategies that may support emotional, sensory, or behavioural regulation.
- Provide opportunities for the student to try different approaches and identify which ones feel helpful, comfortable, and appropriate for their individual needs.
- Encourage the student to reflect on their experiences and gradually develop a personalized repertoire of strategies that can be used across different school environments.

Developing Emotional Awareness and Social-Emotional Skills:

- Explore emotional experiences and situations that the student may find challenging, using discussions, visual supports, role-playing, or other developmentally appropriate activities.
- Practice recognizing emotions, identifying early signs of discomfort or frustration, and communicating needs to trusted adults.
- Rehearse responses to common social situations, such as peer disagreements, misunderstandings, transitions, or situations involving disappointment and frustration.
- Explore alternative responses and problem-solving strategies in a supportive environment where mistakes are viewed as opportunities for learning.

Strengthening Body Awareness and Understanding Sensory Needs:

- Support the student in developing greater awareness of internal bodily sensations through guided body scans, sensory exploration, or other appropriate activities.
- Help the student recognize physical cues associated with different emotional and regulatory states, such as muscle tension, changes in breathing, restlessness, fatigue, or discomfort.

- Offer opportunities to explore a variety of sensory tools, materials, and activities to better understand which experiences support regulation and which may increase discomfort or sensory overload.
- Encourage the student to make connections between bodily sensations, environmental demands, emotional experiences, and their individual regulation needs.

Promoting Self-Understanding, Autonomy, and Generalization:

- Help the student identify personal strengths, vulnerabilities, preferences, and situations in which additional support may be beneficial.
- Develop the student's capacity to communicate what they need and participate actively in decisions regarding their support.
- Collaboratively identify how newly explored tools and strategies can be introduced and practiced in regular classroom settings and other school environments.
- Gradually strengthen the student's confidence and ability to use familiar strategies with decreasing levels of adult guidance, when developmentally appropriate.

These intervention periods should be purposeful, individualized, and coordinated with the broader school team. The strategies explored within the NSC should not remain isolated to that setting. Classroom teachers, support staff, and other adults involved with the student should be familiar with the objectives being pursued and the approaches being developed.

Progress should be monitored through ongoing observation, student feedback, and collaborative review of the Student Preventive Action Plan. Adjustments should be made as the student's needs, interests, and capacities evolve.

Ultimately, the purpose of these planned intervention periods is not simply to teach students strategies within the NSC, but to help them develop the self-awareness, skills, and confidence needed to participate more successfully in their everyday school environments.

Using a Student Preventive Action Plan

Every student receiving support through the NSC should have an individualized support document entitled "*Nurturing Support Center – Student Preventive Action Plan.*"

This document should outline the following elements:

- **Purpose of the NSC**: Why the NSC represents an appropriate support measure for the student and which specific needs it is intended to address.
- **Level of support**: The intensity and frequency of interventions required in response to the student's identified needs.
- **Preventive accommodations**: Measures to be implemented in situations where the student's ability to adapt is known to be vulnerable or compromised. Ideally, responsibility for implementing these accommodations is shared between classroom staff and the NSC team.
- **Specific interventions**: Strategies developed collaboratively with the student and reviewed periodically as circumstances and challenges evolve.

Each visit to the NSC should serve a clear and intentional purpose.

Every staff member working within the NSC should be able to answer the following questions:

- Why is this student attending the NSC?
- What underlying needs are being addressed?
- What are the intended objectives?
- What individualized strategies and supports will help the student achieve these objectives?

The intentional and thoughtful use of the physical environment, available materials, and adult–student relationships is essential to the quality of support provided.

Templates for Active Prevention Plans are also available in the digital appendices accompanying this guide.

Sharing Information and Coordinating Support Based on Time Spent in the NSC

- *Students attending the NSC for less than 40% of their school schedule*:
  The Student Prevention Action Plan must be shared with all adults responsible for supporting the student in the classroom. The plan should describe preventive accommodations and interventions adapted to known triggers, allowing staff to respond effectively at the earliest signs of discomfort, distress, or insecurity.

- *Students attending the NSC for 40% or more of their school schedule*:
  An additional classroom reintegration plan is required. This plan should outline the actions necessary to stabilize the student's school experience and support a gradual return toward regular classroom participation. This is consistent with the NSC's intended role as a support service that is generally temporary and accessed intermittently. However, some students may continue to use the NSC as a secure base, requiring more regular access to support outside the classroom.

The use of the NSC must be incorporated into the student's overall Individualized Education Plan (IEP). To support the development and implementation of these plans, consultation of the resource kit "*I Have My IEP*" (Gaudreau, Massé, Bégin et al., 2021) is recommended.

NSC Collaborative Consultation Meetings

Collaborative consultation meetings are a central component of the effective functioning of a Nurturing Support Center.

These meetings generally involve school administration, associated consultants and/or professionals, NSC staff, and those responsible for instructional or academic support.

They serve two primary purposes.

1. Coordinating and Monitoring NSC Operations

- Ensure that roles and responsibilities are clearly defined and understood by all stakeholders.
- Establish effective communication procedures among NSC staff, classroom teachers, parents, and external partners. These may include monitoring documents, action plans, and clearly defined communication channels.
- Ensure that the NSC's mission and underlying philosophy are understood and shared by all school personnel.
- Plan and coordinate student schedules, staff assignments, and attendance.
- Review the suitability of the physical environment, including clearly defined areas and appropriate materials.

2. Monitoring and Adjusting Responses to Student Needs

- Ensure consistency between NSC approaches and classroom practices through ongoing professional reflection.
- Review and validate student referrals and recommendations.
- Regularly review students' action plans and adjust interventions according to their evolving needs.
- Strengthen alignment between NSC and classroom practices while supporting school personnel in improving universal support measures.

Frequency and Adjustment of Meetings

Ideally, collaborative consultation meetings should take place once per school cycle.

Meetings may need to occur more frequently during the first year of implementation or when staffing assignments change.

As the NSC becomes more firmly established within the school, and clear indicators demonstrate the effectiveness of interventions, the frequency of meetings may gradually be reduced.

Professional Adult Posture

Students attending the NSC are often particularly vulnerable and may demonstrate behaviours that challenge conventional school structures and practices.

Team members must therefore remain open to reconsidering and adapting their approaches.

Professional reflection and the willingness to question established practices should not be viewed as criticism, but rather as opportunities to develop more effective, responsive, and individualized approaches that better meet students' needs.