

Student Support Services Parent Handbook

Table of Contents

1. Student Support Services (SSS)

1.1 Statement of Principles	2
1.2 Services, Coordination and Referrals	3
1.3 Student Support Services (SSS) Staff	4
1.4 Referrals Flow Chart	5

2. Counselling Support

2.1 Philosophy; 2.2 Description; 2.3 Services	6
2.4 Specialist service providers; 2.5 Other significant roles; 2.6 Confidentiality & consent	7

3. Learning Support

3.1 Philosophy; 3.2 Description; 3.3 Services	8
3.4 Specialist service providers; 3.5 Other significant roles	9

4. Medical Support

4.1 Philosophy; 4.2 Description; 4.3 Services; 4.4 Specialist service providers; 4.5 Other significant roles	10
--	----

5. Child Welfare/Protection (CWP)

5.1 Philosophy; 5.2 Description; 5.3 Services; 5.4 Specialist service providers; 5.5 Other significant roles	11
--	----

6. University Admissions & Careers

6.1 Philosophy; 6.2 Description; 6.3 Services; 6.4 Specialist service providers; 6.5 Other significant roles	12
--	----

7. Appendices

7.1 Parental Permission form (English)	13
7.2 Elternerlaubnis (Deutsch)	14
7.3 Entbindung von der Schweigepflicht/Release of Information Form	15
7.4 Individualised Educational Plan (Example)	16

1.1 Student Support Services: Statement of Principles

Philosophy

All students deserve the opportunity to become and remain healthy, confident and caring risk-takers, fulfilling their potential, as they progress along a path of life-long learning. We understand that children and young people are individuals, with different strengths and needs. We understand that physical, personal, social and emotional factors are interconnected with students' ability to learn. We embrace our responsibility to recognise and support students, who are at risk of not achieving their potential, to ensure that these students receive the care and support they need to fulfil their potential. We recognise that effective student support relies on the engagement of the whole school community.

Core Objectives

- To identify students who have medical, personal, emotional, social or learning needs, which could put them at risk of not achieving their potential
- To provide effective support for students in need of our services
- To guide students toward academic, personal, emotional, social and career success, as principled, open-minded, caring and compassionate citizens, in a global society
- To build communicative, collaborative and supportive relationships with students, respecting their right to express their views freely, in all matters affecting them, and understanding that students' views are to be given due weight, in accordance with their age and level of maturity
- To build communicative and collaborative relationships with parents, colleagues, other relevant community members and external care providers, as partners in our support of all students
- To monitor students' progress, in order to ensure maximum effectiveness of our services
- To support colleagues, in the creation and implementation of differentiated curricula for students with a broad range of abilities, learning styles and needs
- To provide colleagues with resources, strategies, and professional development, in order to encourage all students to become balanced, reflective, independent, inquiring, creative and critical thinkers

Core Values

- We uphold children's rights, in accordance with the UN "Convention on the Rights of the Child"
- We recognise parents/guardians as partners, who need to be involved in decisions made about their children
- We value all students and are sensitive to their unique gifts, qualities, skills and challenges
- We uphold the principle of students being educated with their age peers, to foster their personal, social, emotional and cognitive development

The Student Support Services Statement of Principles is in accordance with the LIS Statement of Principles.

1.2 Services, Coordination and Referrals

Services

The following support services are available at the school. A description of each service is provided on subsequent pages:

- **Counselling Support**
- **Learning Support**
- **Medical Support**
- **Child Welfare/Protection (CWP)**
- **University Admissions/Careers Coordination**

We are closely affiliated with the following:

- *English as an Additional Language (EAL)*
- *German as an Additional Language (GAL)*
- *Perspectives/Guidance*

The following services are available to students through outside agencies, who are closely affiliated with the school: **Speech and Language Therapy; Occupational Therapy**. In addition, we work with a network of therapists and agencies, including an educational psychologist, child psychologists, child psychiatrists, paediatricians, social workers and family therapists.

Coordination

The Head of Student Support Services works school wide, and with external agencies, to ensure that the student support services offered by the school are operating effectively. The position encompasses the coordination of school programmes and services such as Learning Support, Counselling, School Nursing and Child Welfare/Protection; it is created with the aim of providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a resource to the specialist service providers and members of the Management Team. The Head of Student Support is a point of contact for parents, in order to provide information about Student Support Services, as well as internal and external referrals, as requested.

Referrals

We are in full support of the school's inclusive admission policy, and work in collaboration with the Registrar and Principals, when new students are admitted to the school¹. Due to the constraints of our resources², parents of students with identified learning differences/difficulties should contact the Student Support Services department, when seeking admission.³ We strongly advise new families to contact us - before admission - with any information indicating that their child might benefit from our services, in order to access the curriculum.

Students may be identified as needing our services through a variety of means, including monitoring of endeavour/attainment, self-referrals, parent referrals and teacher referrals. Before a teacher referral is accepted, the matter needs to have been discussed with the student's parent(s) and a "Parental Permission Form" (appendix 7.1/7.2) needs to be signed. Due to limited human resources and increasing student needs, a "priority-waiting list" system is in operation.

¹ "If there is any doubt about the level of learning support needed, the Learning Support department will review the applicants and may do testing in the key learning areas of English and mathematics and occasionally general aptitude tests." [LIS Admission Policy: page 4]

² "In addition, there is a Learning Support department with limited resources." [LIS Admission Policy: page 1]

³ "If a candidate requires additional learning support in order to thrive in our curriculum, a place will only be offered if an educational program that meets that student's needs can be provided and the admission will not detract from the education of other students." [LIS Admission Policy: page 1]

1.3 Student Support Services (SSS) Staff

Student Support Services Coordination

Fiona Eels Head of Department & general questions/concerns
E-mail: Fiona.Eels@lis.school

Child Welfare/Protection (CWP)

Fiona Eels Child Welfare/Protection Consultant and Coordinator
E-mail: Fiona.Eels@lis.school

Counselling (emotional/social/behavioural)

Josephine Schumann Counsellor (LIK/Primary)
E-mail: Josephine.Schumann@lis.school

Ms Sarah Counsellor (Secondary)
E-mail: 2y.Counsellor@lis.school

Learning Support

Aleksandra Arsenich Learning Support Specialist (LIK/Lower Primary)
E-mail: Aleksandra.Arsenich@lis.school

Melinda Rabach Learning Support Specialist (Upper Primary)
E-mail: Melinda.Rabach@lis.school

Thomas Elms Learning Support Specialist (Lower Secondary)
E-mail: Thomas.Elms@lis.school

Dimitrios Mitsis Learning Support Specialist (Upper Secondary)
E-mail: Dimitrios.Mitsis@lis.school

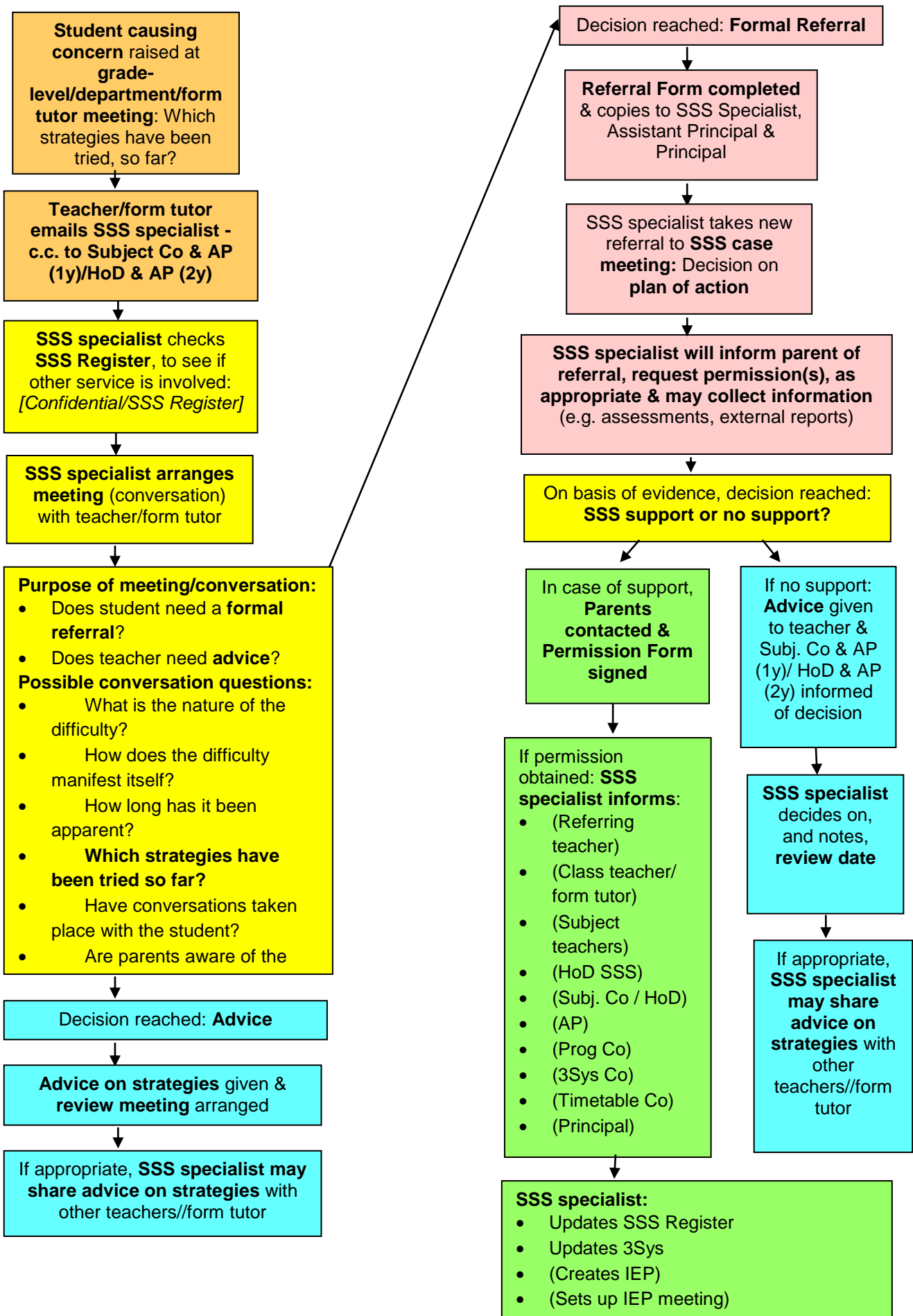
Medical and Health

Aoife Belfield School Nurse
E-mail: Aoife.Belfield@lis.school
Helen Myers School Nurse
E-mail: Helen.Myers@lis.school

University Admissions & Careers

Justin Sands University Admissions and Careers Coordinator
E-mail: LIS.Careers@lis.school /Justin.Sands@lis.school

1.4 Referrals (Counselling, Learning Support, Medical)



2. Counselling Support

2.1 Philosophy

- School counselling is an essential and integral part of the overall education process.
- All students have the right to participate in the school counselling programme.
- School counselling is integral to school efforts to enhance educational attainment for all students.
- A well-developed sense of responsibility and compassion drives a healthy and positive self-esteem.
- A strong school counselling programme is preventive and developmental in nature, seeking to help students build empathy, self-confidence, self-expression and self-discipline and enhance resourcefulness, productivity, interpersonal skills, decision-making, and conflict-resolution skills along with other competencies that will remediate student deficits and strengthen their unique capabilities while discovering and developing their interests and abilities.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.

2.2 Description

School counselling is a special type of helping process, implemented by a professionally trained and certified person involving a variety of techniques and strategies, that help students explore academic, career, and personal/social issues impeding healthy development or academic progress. A comprehensive school counselling programme is an integral part of the total educational programme that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, personal/social development and global perspective that promote academic achievement and meet developmental needs.

The LIS school counselling programme assists students in meeting their personal goals while maintaining the high standards of Leipzig International School and includes classroom lessons, group and individual counselling, parent and teacher consultation, crisis intervention, and student and family advocacy.

The school counselling programme, which is concerned with all students, has the goal of being collaborative, proactive, and responsive.

2.3 Services

Professional School Counsellors provide developmental, prevention and intervention counselling services to **students** by

- meeting with students individually to help with personal issues;
- meeting with students individually to help with issues that occur occasionally or once;
- facilitating small group counselling for topics such as social skills, stress-management, anger management and study skills;
- providing classroom lessons and activities based on the school counselling standards, student, parent and staff needs assessments, and the Guidance curriculum, which incorporates the personal/social, academic, and career domains.

Professional School Counsellors help **parents** whose child is having social, emotional, behavioural or academic problems by:

- helping families in need or crisis.
- offering advice and professional opinions to parents.
- referring parents to appropriate agencies and professionals.
- offering reading material and directing parents to websites that deal with the issues they are facing.
- offering advice and professional opinions to parents.

Professional School Counsellors help **teachers** with students who have social, emotional, behavioural or academic problems by

- helping teachers understand and deal appropriately with students who have emotional problems.
- helping teachers to develop behaviour plans for students who have behaviour or social problems.
- working to design and implement programmes that contribute to the development of the students' intellectual, physical, social and creative potential.

Professional School Counsellors do not provide therapy in the school setting nor provide therapeutic services to students outside of school.

2.4 Specialist service providers

The *International Model of School Counselling* states that, "although it is preferred that school counsellors have a Master's degree in school counselling, exceptions are sometimes made by administrators when hiring for a counsellor position and many in these positions hold related degrees (i.e. psychology, education, mental health, etc.) Many international school counsellors are encouraged and supported by their administration to work towards state, national, or international credentials as a school counsellor."

Professional School Counsellors adhere to ethical standards and regularly participate in professional development activities.

2.5 Other significant roles

The LIS School Counselling Programme has a Parent Advisory Committee which meets 2-3 times a year to advise and work with the programme to review and make recommendations about the school counselling programme activities and results. The Committee helps set and monitor the counselling programme goals.

When student needs are beyond the scope of the school counselling programme, professional school counsellors refer students and their families to therapists and services available in the community. Through Student Support Services, we have a wide variety of high quality service providers available for referral.

2.6 LIS School Counselling Programme Statement on Confidentiality and Consent

Trust is an essential component in the development of helping relationships. LIS recognises that a counselling relationship requires an atmosphere of trust and confidence between the student and the counsellor. Confidentiality ensures that disclosures will not be divulged to others except when authorised by the student or when there is a clear and present danger to the student and/or to other persons.

This policy affirms the counsellor's belief in the individual's worth and dignity. It is the professional and ethical responsibility of the school counsellor to fully respect the right to privacy of those with whom s/he enters counselling relationships.

This confidentiality must not be violated by the counsellor except when there is serious and foreseeable danger to the student and/or other persons.

Both the school and counsellors acknowledge the rights of parents and strongly encourage students to communicate openly with their parents about their concerns. Children work more successfully in school and in counselling when they have parental support and involvement.

Parental consent is required for all students in an on-going counselling relationship with the school counsellor. In addition, student consent is required for students of 14 years of age and over. Parental consent is not required for students seeking a single consultation with the counsellor.

3. Learning Support

3.1 Philosophy

The purpose of the Learning Support Programme is to respond to the diverse learning needs of students. This includes students who encounter mild to moderate difficulties, as well as students who may require greater academic challenges than those provided by the regular curriculum.

Students experiencing a specific learning deficit need support in learning skills and strategies that will enable them to succeed in the regular classroom. Through on-going observation, assessment and evaluation, Learning Support and classroom teachers work together to establish the steps a referred student may need to follow in order to be more successful in their learning. Some students require additional or different support than others in order to work at a level appropriate to their abilities and needs.

3.2 Description

The school Learning Support programme is able to provide service for a number of students with mild to moderate learning difficulties. Learning difficulties may affect the acquisition, organisation, retention, understanding or use of verbal or nonverbal information. These difficulties may affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning.

However, we strive to support *any* student experiencing learning difficulties (i.e. also those without a diagnosed, or diagnosable, learning difficulty).

The Learning Support Programme provides student assessment, short-term remediation of specific skill deficiencies, learning strategies, and where necessary, long-term academic support.

Students of concern are referred to the Learning Support Programme by teachers or parents through the SSS Referral System (see flow chart). A plan of action will be formulated and put into place. This plan may involve classroom observation, academic assessment, further background information, parent meetings, health assessments or any other information gathering deemed necessary.

3.3 Services

The setting in which the direct instruction provided by the Learning Support Teacher takes place is determined in collaboration with the classroom teacher based on student needs and the instructional goals to be achieved. The way in which service is delivered to individual students may be adjusted throughout the school year, according to their learning needs.

- Students may work in the classroom with support provided through the adaptation of resources, materials, and assessment.
- Students may work with the support of the Learning Support teacher in class.
- Students may be withdrawn from the classroom in a small group, for the delivery of specific skills.
- Students may be withdrawn from the classroom for support with specific classroom assignments or for specific subject tutorials.
- Once in the Secondary School, students may have a reduced programme (in terms of their number of subjects), to enable them to attend Learning Support and maximise their performance in the “core” subjects.

Entry Criteria

Students enter the programme as a result of a decision by the Student Support Services Team, based on a referral from a teacher or parent.

Exit Criteria

Students exit the programme when the Learning Plan goals have been achieved, and the student is able to meet the required learning outcomes without additional support.

Students exit the programme when the SSS Team, together with the student and parent, decides that continued intervention is not meeting the student's needs

3.4 Specialist service providers: Learning Support Teachers

- Hold specific qualifications to teach and provide special education services; attend regular professional development to remain current in the field
- Follow school policies and procedures regarding special needs students
Assess referred students' needs to determine appropriate interventions
- Work directly with students assigned to the programme, remediating specific academic deficiencies and teaching appropriate learning strategies
- Coordinate the collaborative development and implementation of Learning Plans for students identified with a learning difficulty
- Report progress to parents regarding students who are receiving scheduled Learning Support
- Help to organise, maintain, and integrate special needs services in the school
- Through collaborative consultation, assist classroom teachers with materials and resources to develop and implement an adapted or differentiated programme for referred students
- Promote alternative methods of teaching and evaluation of student progress
Attend the Student Support Services Team meetings as required.

3.5 Other significant roles

Classroom and Single Subject Teachers:

Within the framework of Learning Support, the work of classroom and single subject teachers remains central. It is their responsibility to:

- Oversee the overall academic education of any student served by the Learning Support programme
- Provide educational programme accommodations for the identified student, as outlined in the Learning Plan
- Work with Learning Support staff and parents to review and update the student's programme
- Differentiate instruction, employing a variety of teaching approaches and strategies, in order to teach the full range of learners in their class
- Consult with Learning Support teachers for assistance with materials and resources to help develop and implement an adapted or differentiated programme
- Plan the day-to-day work for the HORT Assistant working within the classroom, as appropriate
- Make an effort to pursue the professional development necessary to support the diverse learners in their class.

Parents:

Parents play a significant role in ensuring that their child has a successful school experience. All children need the support of their parents, but students with special learning needs often require great parental involvement, not only early in their school years but often right through high school. Along with Learning Support and classroom teachers, who work with the student, parents are an important part of the student's learning team. It is important that positive relationships exist between parents and the school team. Parents and school staff need to invest time and energy into building and maintaining these relationships. The student will benefit from parental involvement in the school community and parental support for learning at home.

4. Medical Support

4.1 Philosophy:

The aim of the school nurse is to promote the health and wellbeing of all school age children in order that each individual student is able to maximize their full health potential, both educationally and socially. The main aim is to educate, notify and provide primary care to the students, staff, families and visitors of the school, in a safe and welcoming environment.

4.2 Description:

The school nurse works closely with other health professionals in order to provide a comprehensive, coordinated and high quality service to the school community.

4.3 Services:

- Supporting students and staff to attain good physical, social and psychological health.
- Providing health advice and information for students, parents and staff. This involves assessing individual needs, offering primary care and treatment, making referrals when necessary and promoting health education according to need.
- Supporting students with on-going or specific health needs in the school environment. This may include students with complex health or physiological needs. Activities range from promotion of self-care, supporting families and further referral to other professionals.
- Initiating, promoting and supporting health throughout the school community. This includes contributing to Perspectives/Guidance classes, addressing particular health issues such as healthy eating, hand washing, puberty and drug abuse.
- Reducing health inequalities by helping students to make healthy choices and addressing the wider influences that can undermine these choices.
- Maintaining accurate, comprehensive and up-to-date records, as well as administrative and statistical information, and ensuring legal guidelines and local requirements are met.
- Working closely with other health professionals such as counsellors, paediatricians, speech therapists and social workers in order to effectively deliver services to the school community.
- Supporting staff in maintaining health, safety and security, by ensuring that potential risks are identified and made known to those who may be affected (following local and national health and safety regulations).

4.4 Specialist service providers:

- Registered nurse
- Office staff fully trained in first aid (in the case of nurse absence)

4.5 Other significant roles:

- Parents
(in providing up-to-date medical information about their children, via the health forms distributed and on an ad hoc basis, as necessary)
- Office staff fully trained in first aid
- Perspectives/Guidance teachers

5. Child Welfare/Protection

(CWP) 5.1 Philosophy

Students have the right to:

- feel safe and protected from any form of abuse or neglect
- a positive and supportive environment where they feel secure, are encouraged to talk, are listened to and have a sense of being valued;
- a safe environment in which they can learn and develop;
- know that there are adults in the school whom they can approach if they are worried; develop the skills they need, to recognise and stay safe from abuse;
- be protected by a behaviour policy, which is aimed at supporting vulnerable students in the school;
- know that some behaviour is unacceptable and they are valued and not to be blamed for any abuse which has occurred.

5.2 Description

Our purpose is the welfare and protection of children and the prevention of child abuse or any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

5.3 Services

- Preventative through the Perspectives/Guidance programme for students, professional development for staff/volunteers and collaborative work with parents.
- Reactive through investigating all reported suspicion, belief and/or evidence of abuse, ill-treatment or neglect and through taking appropriate action, in accordance with German law and the legal requirements of Saxony.

5.4 Specialist service providers: Child Welfare/Protection Team

The Child Welfare/Protection Team consists of:

- The Child Welfare/Protection Coordinator (German: *Fallexperte*) – who is also the Student Support Services Coordinator – she/he will be the contact for the caseworkers, administrators, teachers, parents and external agencies.
- The Child Welfare/Protection Support Staff (German: *fallverantwortliche Fachkräfte*) consists of qualified social pedagogues/social workers/educators who will support the teachers, carry out the casework and are responsible for collection and collation of evidence in the case of child endangerment.
- The Child Welfare/Protection Consultant/s (German: *insoweit erfahrene Fachkraft*) will be called in, on request, for cooperative consultation with individual cases, and to carry out risk assessments.

Decisions concerning CWP matters will be discussed by members of the team; no individual action will be taken.

5.5 Other significant roles:

The school's staff and volunteers:

- Actively supervise students and generally take all reasonable steps to ensure the safety and well-being of students under their supervision;
- Follow the school's child protection policies and safety procedures.

6. University Admissions and Careers

6.1 Philosophy:

LIS offers students of grades 11-12 guidance for their journey into life after school: whether it is higher education, apprenticeship, gap year or other choices.

6.2 Description:

The University Admissions and Careers Coordinator works with the class cohorts, as well as with individual students, to provide assistance in all aspects of future education and careers planning.

6.3 Services:

The University Admissions and Careers Coordinator:

- Provides support, encouragement, information and guidance to students and their parents;
- Identifies strengths in both academic subjects and extra-curricular activities, in order to help students with their institution and course selection;
- Collaborates with the Secondary School Counsellor and parents, to ensure students have realistic educational and career goals;
- Provides up-to-date information about international admission processes, deadlines and current events like regional educational fairs;
- Maintains, coordinates and promotes the “LIS Careers” section of the school website, the “Careers Newsletter” and other resources to inform and support students and parents;
- Coordinates school-based contributions to students’ applications: forecast grades, references/recommendations, transcripts etc.;
- Encourages students to have alternatives or “safety nets”, alongside their favoured choice;
- Provides guidance and support to students when writing applications;
- Collects and collates the additional information required for admission into German universities (die Hochschulzugangsberechtigung).

6.4 Specialist service providers:

- University Admissions and Careers Coordinator;
- Secondary School Counsellor.

6.5 Other significant roles:

- Parents/Guardians who:
 - support, encourage and advise their child;
 - help their child with necessary research and decisions;
 - ensure their child has realistic aims, consistent with their abilities, interests and work ethic;
 - ensure appropriate “safety nets” are in place, alongside the favoured choice;
 - address the financial implications of university study;
 - provide paperwork / documentation for appropriate authorities.
- Subject teachers who:
 - offer advice and guidance;
 - prepare forecast grades, if required;
 - provide references/recommendations, if required.
- External agencies, colleges and universities



7.1 Student Support Services (SSS) Parental Permission

Dear Parent/Guardian,

LIS provides student support services when students require additional assistance at school. The services we provide are: counselling, learning and medical support.

Counselling Support

School counselling provides short-term services aimed at maximising the education and socialisation of each child within the school community. Services utilise a comprehensive developmental guidance and counselling programme. Included are classroom guidance lessons, small group counselling, individual counselling, individual student planning, assessment/screening and consultation with classroom teachers.

Learning Support

The Learning Support Department offers individual, and small group in-class and out of class sessions for students who require additional instruction and practice to meet the grade learning outcomes. In addition, Learning Support staff provides individual assessments and observations to help evaluate student learning needs.

Medical Support

The school nurse is usually the first point of contact for students, parents and staff needing health related services. This includes continuous health appraisal such as supporting students with ongoing specific health needs, diabetes, asthma, and severe allergies in the school environment, crisis and first aid care. In addition, the nurse provides health counselling for students, teachers and parents.

Based on the observations shared with you, I think that your son/daughter would benefit from services provided by Student Support Services staff. In order to secure these services please sign and complete this form, before returning it to me, via e-mail or on paper.

Regards, _____ (Staff Signature)

Parental Permission Form

Student Name: _____

Date of Birth _____ Class/Tutor Group _____

I understand the range of services available, and I give permission for my child to be referred to Student Support Services and to be supported by the appropriate staff. If required, I will bring a trusted translator with me to meetings.

I give my permission for necessary information about my child to be shared with other staff.

Date: _____ Parent/Guardian Name: _____

Parent/Guardian Signature: _____

7.2 Schülerunterstützungsdienste - Elternerlaubnis

Liebe Eltern, liebe/r Sorgeberechtigte/r,

Die LIS bietet Schülern, die in der Schule zusätzliche Hilfe brauchen, Schülerunterstützungsdienste an. Folgende Dienste können wir anbieten: soziale, Lern- und medizinische Unterstützung

Soziale Unterstützung

Die Schulberatung bietet kurzfristige Hilfe, um den Lernerfolg und die Sozialisierung jedes einzelnen Kindes innerhalb der Schulgemeinschaft zu maximieren. Die Unterstützung stützt sich auf ein umfassendes Entwicklungs- und Beratungsprogramm. Dies schließt Beratung innerhalb des Unterrichts als auch in kleinen Gruppen oder im Einzelgespräch sowie individuelle Planung mit dem Schüler, Assessment/Screening und Abstimmung mit dem Klassenlehrer ein.

Lernunterstützung

Für Schüler, die zusätzliche Unterstützung zum Erreichen des Klassenzieles benötigen, bietet das Lernunterstützungsteam sowohl individuelle als auch Gruppenberatung innerhalb und außerhalb des Unterrichts an. Zusätzlich erstellen die Mitarbeiter der Lernunterstützung individuelle Beurteilungen und Gutachten um die individuellen Bedürfnisse des Schülers einzuschätzen.

Medizinische Unterstützung

Für Schüler, Eltern und Mitarbeiter ist die Krankenschwester normalerweise die erste Kontaktperson für gesundheitsbezogene Dienste. Das schließt sowohl fortlaufende Gesundheitsuntersuchungen, wie z. B. die Unterstützung bei andauernden Gesundheitsproblemen, Diabetes, Asthma und Allergien ein, als auch Krisen- und Erste Hilfe. Zusätzlich bietet die Krankenschwester Gesundheitsberatung für Schüler, Eltern und Lehrer.

Basierend auf den mit Ihnen besprochenen Beobachtungen, denke ich, dass Ihr Sohn/Ihre Tochter, von den Diensten des Schülerunterstützungsteams profitieren würde. Um diese Unterstützung sicherzustellen, füllen Sie bitte dieses Formular aus und geben Sie es bitte an mich zurück (per E-mail oder auf Papier). Vielen Dank. Mit freundlichen Grüßen,
 _____ (Unterschrift des Mitarbeiters)

Elternerlaubnis

Name des Schülers _____

Geburtsdatum _____ Klasse/Tutor _____

Ich habe die vorhandenen Möglichkeiten für die Unterstützung meines Kindes zur Kenntnis genommen und bin damit einverstanden, dass mein Kind an den Student Support Services weiterverwiesen werden darf, um dort von geeigneten Mitarbeitern betreut zu werden. Falls es erforderlich sein sollte, so werde ich zu den Treffen einen Übersetzer meines Vertrauens mit hinzuzuziehen.

Ich bin damit einverstanden, dass wichtige Informationen mein Kind betreffend zwischen den Mitarbeitern ausgetauscht werden dürfen.

Datum: _____ Name Elternteil/Sorgeberechtigte/r: _____

Unterschrift Elternteil/Sorgeberechtigte/r: _____

7.3 Entbindung von der Schweigepflicht / Release of Information form



betreffend: **geb. am**.....
Name Kind/Jugendliche/r

Hiermit entbinde/n ich/wir,

.....
Inhaber der elterlichen Sorge

folgende Einrichtungen/Institutionen/Personen

.....
.....
.....

von der Schweigepflicht im Verhältnis zueinander.

Die Entbindung von der Schweigepflicht betrifft Angaben zu folgenden Punkten:

.....
.....

Die hiermit erteilte Befugnis zur Datenübermittlung dient folgendem Zweck/ folgenden Zwecken:

.....
.....
.....

Ich bin/wir sind darüber informiert, dass ich/wir diese Erklärung jederzeit wider-rufen oder beschränken kann/können.

.....
Ort, Datum

.....
Unterschrift

.....
Ort, Datum

.....
Unterschrift

7.4 Individual Learning Plan (Example)

Student name		Grade	
Academic year			

Role	Initials	Role	Initials
SSS Case Manager/s		Assistant Principal	

Reasons for services			
Goals			
Literacy: •	Mathematics: •	Other: •	
Accommodations		Modifications	
•		•	
Known Successful Strategies			
Student input: •	Teacher input: •	Parent input: •	
Behaviour (if appropriate) See Behaviour Intervention Guideline, attached			
Agreed rules: •	Agreed consequences: •	Agreed rewards: •	

Parental permission:

I, hereby, give permission for the information on this Individualised Educational Plan to be shared with my child's current and future teachers.

Parent/guardian name	
Parent/guardian signature	

Student confirmation:

I understand and agree with this plan. I will tell my parent/guardian, my teacher or the School Counsellor, if I am having any difficulties.

Student signature	
-------------------	--

