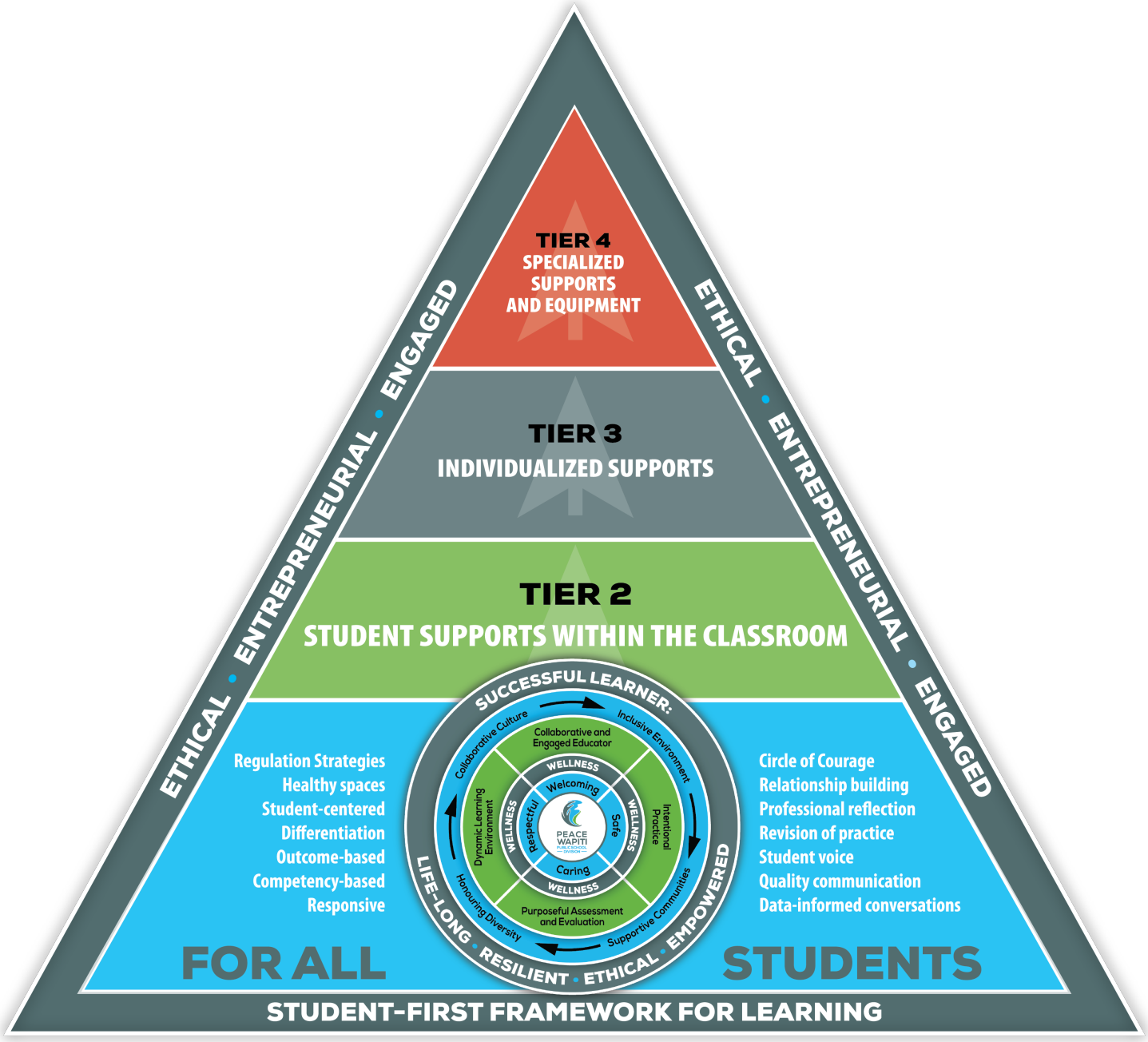
PEACE WAPITI
PUBLIC SCHOOL DIVISION
Educating Today for Success Tomorrow

STUDENT FIRST
FRAMEWORK FOR LEARNING



STUDENT FIRST FRAMEWOR

TIER 1 QUALITY LEARNING ENVIRONMENT

RESEARCH-BASED BEST PRACTICES

- Includes all students
- Universal Screening
- Zones of Regulation, Circle of Courage, 4th R, etc.
- https://youthrelationships.org

STUDENT PROGRESSING SUCCESSFULLY?

Student is near grade level expected performance outcomes.

Continue with QLE practices and programs.

Student is not meeting grade level outcomes in the academic, social and/or emotional areas:

1. CRM, screening and teacher observation will identify.

2. School-based team meets to review and explore additional universal strategies.

3. Plan, take action, review in six weeks.

Lack of success indicates a need to progress to Tier 2.

Ensure parents are included in the communication and planning.

Accessing Supports and Services Guide

Exceptions will be made for students with a sensory impairment, Vision/Hearing Impairment, unintelligible speech or severe motor impairment.

QLE – TIER 2

Initial responsibilities of professional staff:

Student is encountering challenges meeting grade level outcomes and/or appropriate self-regulatory behaviour, indicating a need for accommodations and additional supports:

- ❑ Complete a cume file review document.
- ❑ Interview the student.
- ❑ Review the outcomes from screens.
- ❑ Communication with parents.
- ❑ Background investigation.
- ❑ Consult with your school's Inclusive team.
- ❑ Explore and implement additional universal strategies

Go to Tier 2 if limited or no improvement in student performance.

PLEASE NOTE:

Refer to the *PWPSD Student Supports and Accommodations* (Div. I & II, Div. III & IV) for expanded lists of best practices by Tier.

TIER 2

The student continues to participate in QLE grade placement, in addition to receiving Tier 2 supports for supplemental intervention.

These supports are within the classroom, planned by the school-based team.

Ongoing parent communication regarding progress.

Referrals to outside services will be considered for individual programming upon documentation of baseline performance and progress monitoring for at least six weeks.

If adequate progress is determined:

Communication with school based team is required before a decision to continue with current accommodations and/or planned intervention, or return to QLE.

If progress is not adequate:

Determine if new intervention or increased intensity is needed.

School team evaluate, continue/ adapt Tier 2 interventions or refer to outside supports and move to Tier 3.

K FOR LEARNING PROCESS

TIER 3

TIER 4

TIER 2 - TIER 3

- ❑ Highlight the current level of performance.
- ❑ Analyze available data and continue to collect.
- ❑ Collaborate to determine interventions, track and communicate with student's team.
- ❑ Review/update IPP/AAP/ Behavior Support Plan goals and strategies trialed.
- ❑ Trial for a four to eight week term. Record observations and data of tried strategies and the outcomes.
- ❑ Transition meetings to develop plan.

Go to Tier 3 if limited or no improvement in student performance.

Student accesses supports from Tier 3, which are intensive interventions, increased time and/or intensity.

Individually-designed programs based on the results of monitoring Tier 2 interventions.

Ongoing monitoring, communication with parents and standardized assessment.

School team, parents and student work collaboratively with professionals to develop appropriate programming with individualized materials and equipment.

May require a specialized or alternative placement, i.e. PAVE.

Tier 3 supports include:

1. Planning for an Individualized Program Plan (IPP): May include a modified academic curriculum, social/ emotional supports and programming, a positive behavior plan, and learner accommodations.

2. PCS, FCSS, FNMI, AHS and PWSD Coaches may contribute to the programming and assessment of IPPs.

If monitoring determines academic, social, emotional and/or behavioral growth to be successful within their Grade placement, Tier 2 supports may be sufficient.

Learner's support team reviews progress data:

All available interventions are unsuccessful (i.e. student is not experiencing success) or the current programming is not sustainable:

An additional team meeting will determine the next steps which may include the involvement of the specialists for further assessment for Tier 4 supports.

TIER 3 - TIER 4

Supports from Tier 3 include extensive adaptation and/or modification for cognitive, physical, social, or emotional reasons: All decisions require ongoing informed parental consent.

- ❑ Placement and programming decisions will be based on the accumulated data from the previous Tiers.
- ❑ Referral to outside agencies and expertise to ensure appropriate programming.
- ❑ Student learner profile, IPP, AAP, IELP, Positive Behavior Plan.

Go to Tier 4 if limited or no improvement in student performance.

TIER 4

- ❑ Student programming will consider the whole child and may result in inter-agency involvement and/or alternate placement.
- ❑ Student IPP will meet the Special Education Standards Document.

DOSSIER CRM SOFTWARE:

Use the complementary software for visual tracking of student progress.

Information will not be included in student records.

FRAMEWORK FOR STUDENT-FOCUSED CONVERSATIONS

QLE	Tier 2	Tier 3	Tier 4
Embedded Collaboration • Intentional, timely work between educators to support student learning and success by grade level or division. • Emphasizes evidence based, developmentally appropriate best practices. • School based team only, e.g. CCS https://drive.google.com/file/d/0B00kathmoZ3HMFIsVE9sMlhSLVU/view?usp=sharing **CRM** • Student centered, data driven, action focused collaboration meetings to ensure individual learning needs are met. • Occur every 4-6 weeks. • Include Administration, Inclusive Education Teacher, classroom teachers. • Possible additions: EAs, Inclusive Education Learning Coach, Counselor.		**School Community Team Meetings (SCT)** • Provides support to students and their families; the team promotes a solution-focused approach to all situations (beyond academics). • Involve parent/guardian, Teacher, FCSS, Mental Health Therapist, Administration, School SCT Lead, Inclusive Education Teacher. • May involve CFS, RCMP, Counsellor, Addictions Counselor, Triple P, Inclusive Education Learning Coach, EA, FNMI, bus driver, probation officer, student, community members (i.e. pastor, coach, elder). **IPP Meetings Including Transition meetings** • Involve parent/guardian, teachers, Inclusive Education Teacher • May involve student (Grade 3 and up), EA, Administration, Inclusive Education Learning Coach, PCS therapists (based on specific student needs). • For students who require program modifications, alternate programs and specialized equipment. • A team approach to planning and monitoring individualized programming.	**IPP Meetings Including Transition meetings** • Involve parent/guardian, teachers, Inclusive Education Teacher. • May involve student (Grade 3 and up), EA, Administration, Inclusive Education Learning Coach, PCS therapists (based on specific student needs). • For students who require program modifications, alternate programs and specialized equipment. • A team approach to planning and monitoring individualized programming. **Success in School Meetings (SIS)** • Involve parent/guardian, Child & Family Services (CFS), teacher and student if appropriate. • Administration, Inclusive Education Teacher, Inclusive Education Learning Coach, outside service supports (i.e. Behavioral Specialist, Psychologist), Counselor, EA. • This is a joint venture between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care. **Violence Threat Risk Assessment (VTRA)** • Involve Administration and school staff, Inclusive Education Learning Coach, RCMP, Mental Health Therapist, Assistant Superintendent Student Services. Possibly: CFS, PCS and Counselor. • Purpose: To provide an established and practiced approach to assessing students who may be on a pathway towards violence and high-risk behavior. To develop interventions that decrease the risk, prevent injury, and support students in receiving the help necessary to address the issues leading to high-risk activities.

COLLABORATIVE TEAM MEETINGS EXEMPLARY PRACTICES RESOURCE

LEADERSHIP PROMPTING GUIDE FOR COLLABORATIVE TEAM MEETINGS

For truly effective collaborative team meetings, team leaders play an invaluable role in leading the discussion, including:

- **Ensuring the meeting is efficient, focused and action oriented.**
- **Ensuring focus is placed back on classroom supports (Tier 2).**
- **Focusing on supporting effective classroom practices, coaching and challenging teachers.**
- **Ensuing focus placed on data-informed discussions.**

GENERAL NOTES FOR LEADERS DURING MEETINGS

- When beginning the meeting, who will be our note taker, timekeeper and our interrupter today?
- Review norms ("We are meeting today to engage in action-oriented conversations to move children forward").
- Initiate celebrations for individual students – when generic statements are provided (i.e. "the grade threes are all improving their reading so much", ask "Which students in particular do you feel made the greatest gains?"). Identify the strategies used to gain this.
- Keep it literacy, numeracy, wellness or sensory focused and stay small to start. Establish a focus (day, student, class, etc.).
- Work to draw other team members into the conversation (i.e. "Cynthia, you had a similar student last year - what did you do to engage them?")

QUESTIONS TO ASK

- What have you tried in your classroom to support ___? What worked or did not?
- What is working in your classroom for this child? What progress has the student made?
- Are there any strategies that you could apply from one area to another?
- What can we control? What can we do? Yeah but, what are we going to do?
- How have you differentiated your expectations? (Define 'differentiated').
- What accommodations, strategies and/or interventions are currently in place for this student?
- Is there anyone else present with a similar situation and idea for support?
- Did you have a similar student? What are some things that you tried?
- What evidence supports why you feel they are not progressing?
- What products, conversations and observations (triangulation of evidence) do you have to demonstrate achievement issues?
- What is the student doing well at? How can we capture kids by recognizing their talents, passions? *Remember our strength-based model.
- If a strategy or an accommodation is in place, if that's working at Tier 2, let's move on to someone else.
- How is the family involved?
- What kind of supports are offered at home, for the home and/or outside the home?
- Have you implemented a new strategy and given it six weeks to show effectiveness/impact?