

TIERS OF SUPPORT AT RUTLAND ELEMENTARY SCHOOL

Classroom Instruction Tier 1 – Powerful and purposeful learning is...

- differentiated
- offer voices and choice
- fosters student ownership
- is engaging and relevant
- changes the role of teacher from 'lecturer' to facilitator
- co-planning co-teaching and co-assessing with colleagues

accomplished through...

- Collaboration
- Professional development
- In-service
- Professional Growth Plans (PGPs)
- Allocation of resources

Classroom Interventions – after teacher notices that a student is presenting academic or social/emotional difficulties:

- Observations are discussed with parents
- Review student file
- View School Based Team notes
- Consult/collaborate with colleagues.
- Classroom based adaptations are planned and implemented (buddy tutor, extended time, adjusted expectations etc.). **Learning Plan is considered.**
- Re-teaching
- Co-planning/Co-teaching/co-assessing
- Try different instructional strategy
- Teacher works with parent to develop a plan
- Before or after school support (i.e. Homework Club)
- Parent-Teacher Conferences
- short-term intervention
- teacher release

Adaptations work; no further action required but monitoring

Adaptations do not solve the difficulty

Referral to School Based Team (SBT)

Referral is made to SBT Chair (LAT) – Tier 2 Intervention

- Consider additional assessment/testing
- Co-plan/co-teach/co-assess
- Assistance for additional adaptations
- Consider in-class support
- Small group intervention
- In-class LAT support
- Pull-out LAT or Literacy Support
- Consider longer-term intervention
- Consider Learning Plan
- Consider ELL support and strategies
- Referral is made to access resources outside the classroom through the SBT

District Based Resources (Tier 3)

- Counselor (Behavior, Attention, Social & Emotional)
- School Psychologist
- Speech-Language Pathologist
- Occupational Therapist
- Physical Therapist
- First Nations Support
- Hearing-Impaired Teacher
- Vision Resource Teacher
- District Literacy Intervention Program @ Quigley
- Resource Teacher (Special Needs)
- Principal/Vice Principal

Teacher-Librarian

- Literacy support (resources & instructional strategies)
- Collaborative planning & teaching
- Skill development (research & technology)

Whole School Preventative Measures & Group Specific Strategies

- Articulation with previous teachers, schools, COCDA and feeder middle school
- Data collection for reference/assessment
- Kindergarten Orientation
- Circle of Friends & Buddy Classes
- Intramural Games at Lunch
- Brown Bag Lunches, BC Fruit & Veggie Program
- Target Room (for behavior support)
- Peacekeepers (Peer Mediators)
- Big Brothers & Sisters Mentoring Program
- Collaborative Time for Teachers
- Office Discipline Referrals Tracked
- Positive Behaviour Intervention System
- Zones of Regulation/ MindUP
- "Boys" SEL Club
- Zones of Regulation Social Clubs

Enrichment:

- Red Cedar Book Awards
- Battle of the Books

Literacy:

- Read Naturally Program
- RAZ Kids After School Program
- Early Learning Profile (K-3)
- Small Group Reading Intervention
- Literature Circles (4-6)
- School-Wide Write Gr. 1-6/ WCRA (4-6)
- Math Diagnostic
- Early Learning for Families (ELFF)