

Mount Boucherie Secondary Student Support Services

In the spring of 2010 the school made some changes to the manner in which it responds to designated and “at risk” students. This document outlines those changes to provide a working framework for staff, students, and their parents. The information is broken down as follows:

- Purpose
- Response Structures and Personnel
- Specific Supports and Structures
- Pyramid of Interventions Referral Process
- Pyramid of Interventions Checklist for Teachers
- Individualized Education Plan (IEP)

Purpose

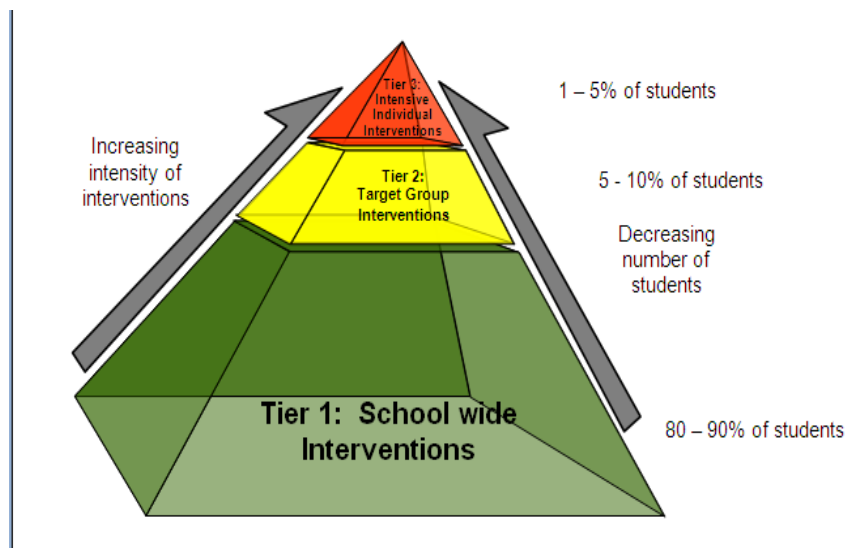
Student Support Services exists to contribute to the success of all students by providing clear structures and trained personnel who are comfortable to approach, and who provide useful support to staff members through:

- staff and student advocacy,
- providing formal and informal student assessments,
- collaborative problem-solving,
- providing direct and indirect student support
- knowledge of district and ministry policies, procedures and guidelines with respect to special education,
- development of Individualized Education Plans (IEPs)
- leadership in the development of educational plan adaptations and modifications
- accessing school, district ,and community support services, and
- assisting in the appropriate designation of students for special education.

Upholding the belief that teachers maintain the prime responsibility for their students, we strive to provide them with ongoing assistance and support.

Response Structures and Personnel

Student support services employ a “Pyramid of Interventions” structure. This pyramid model is designed to provide a clear conceptualization of our service structure.



Although we would like to be able to access all the support that any student requires our size and staff limitations do not always make this possible. The pyramid provides a conceptual framework for understanding how we can best apply the resources we do have to those students who need it most. The vast majority of our students will be served in tier 1 of our system. In most cases classroom teachers develop and implement programs and strategies to help students to achieve success in school. A small group of students, however, are not able to achieve success through just tier 1 interventions. These students often become apparent to classroom teachers as they become more familiar with them. Tiers 2 and 3 of the intervention pyramid exist to support these identified students. As a result, although student support staff can provide indirect support through tier 1 interventions, the bulk of their responsibilities rest with students in tiers 2 and 3. Identified students must have a specific plan to support their academic, behavioural and/or social need(s). Each identified student will be assigned a case manager who is responsible for communicating with other staff members or for making sure a specific plan is in place for the student. The structures and procedure for accessing support are outlined in Figure 1.

Response structures for students include:

- Screening teams
- Student Success Team
- Counselling Center
- Learning Center
- Behaviour Support
- The DEN
- Course Completion Classroom
- Resource Room
- Aboriginal Room and Tutoring Center
- District Student Support Services

Specific Supports and Structures

Screening Teams

There are three screening teams in the school. Each is responsible for a group of students divided by last name designations. One exists for students with last names starting from A – G, a second for those H – N, and the third for O – Z. Each team is made up of a Vice-Principal, a counselor, and a learning assistance teacher. Their prime responsibility is to respond to staff referrals and maintain an overall awareness of the ‘at risk’ students among their designated group. They meet on a weekly basis to review individual student referrals and follow up on previously referred students. A case manager is identified for each referred student, and these students are entered into the POI database.

Student Success Team

This is the largest combination of response personnel in the school. This team is made of representatives of support personnel from all the identified response structures. The team meets on a bi-monthly basis to hear and respond to referrals of the most ‘at risk’ students in the school (tier 3). These referrals typically come from the screening teams. In addition, the team will review overall student support response procedures, hear presentations from community services, and access district and community support services.

Counselling Center

Much of the support from the counseling center addresses the needs of students in tiers 1 and 2 of the pyramid. They assist students with selecting courses, accessing post secondary institutions, and ensuring they are on track to graduate. There are three professional teacher/counselors in the center. Like the screening teams, they are divided up according to students’ last names. Because of the number of students they see, counsellors are in the best position to know what individual students may need. They are the first screen for attendance issues in that they can often provide insight into what may be

contributing to poor attendance. For students in tiers 2 and 3, they provide support through individual counseling and group sessions, referrals, and program adjustments.

The counseling center also houses community services when available. For example, ARK Programs has a drug and alcohol counsellor at the school one day a week.

Learning Center

The prime focus of the Learning Center is students with designated learning disabilities. The center is serviced by learning assistance teachers with expertise in the development of literacy and numeracy skills. Students must be referred through screening teams or transition meetings. Most students are scheduled into the learning center for one or more periods in the school year.

Behaviour Support and the DEN

We have a designated behaviour support teacher and a certified educational assistant assigned to addressing the needs of students with behavioural issues. The prime responsibility of the teacher is to support students with a ministry designation related to behaviour. Often counsellors will support students with more internalized behaviours while the behaviour teacher supports those with externalized behaviours. The certified educational assistant supervises a room referred to as the DEN. This acronym stands for Do Everything Necessary. This is an area where students can go for time out or to cool down. In-school suspensions are also housed in this area. The behaviour support teacher is accessed through the learning center.

Course Completion Classroom

Those students who have difficulty functioning in regular classrooms can be programmed into course completion. This non-traditional classroom is supervised by teachers with expertise in working with “at risk students”. Students can complete regular courses using a self-paced format. Generally there are a maximum number of periods a student is scheduled in this classroom. Programming is normally managed through a counsellor.

The Resource Room

This area supports most of our students designated in Special Education Categories A, B, C, D, G, and K. It is set up to provide both a central meeting area for these students and to address their educational needs. While many students are supported in regular classrooms, a number are scheduled into a variety of classes within the resource center and out in the community. To facilitate the best use of our Certified Educational Assistants, the resource teachers coordinate their schedules and use the resource room as a hub for service. One of the unique features of the resource room is “Boojangles”. This endeavor was established to afford our special education students to receive work experience and experience the pride of serving the school community.

Aboriginal Advocates and Tutors

Two areas in our school have been designated to house services specifically developed for our large aboriginal population. The advocates occupy a room on the second floor of our new wing. They provide a variety of supports to assist this designated group in achieving graduation status. The tutors, housed near the learning center, provide academic tutoring in the core subject areas. They work in consultation with teachers to provide learning support for identified students.

District Student Support Services

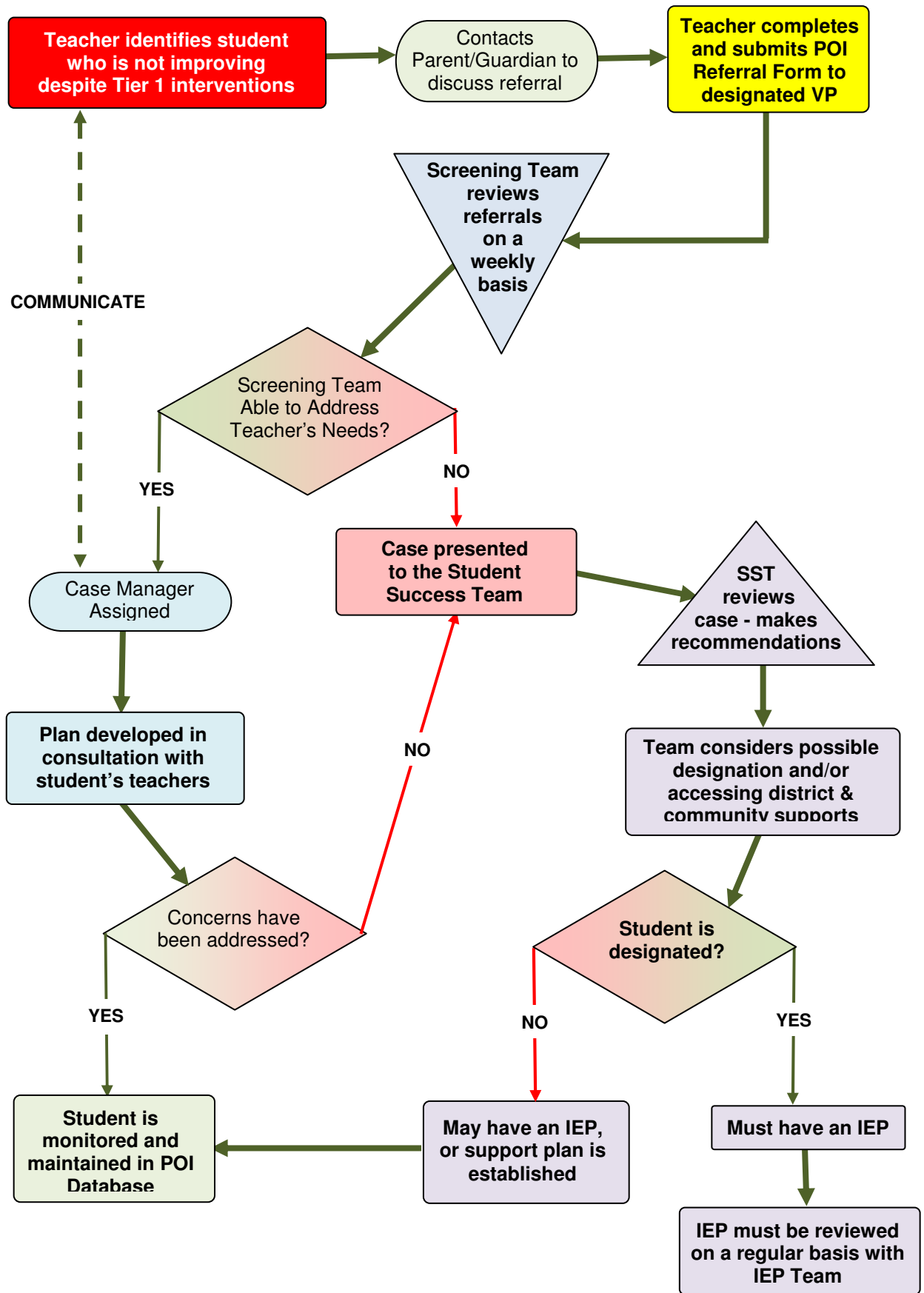
Information on district services is available through the link to Student Support Services on the school district web page.

As indicated, these supports and structures are in place to increase the likelihood of student success during their high school experience. Specific questions about student support can be addressed to any members of the Student Success Team. Members of this team include:

- Aboriginal Advocates
- Aboriginal Tutors

- Administrators
- Behaviour Support Teacher
- Behaviour CEA
- Counsellors
- Course Completion Teachers
- Learning Assistant Teachers
- Resource Teachers

Figure 1: Pyramid of Interventions Referral Process Flow Chart



Pyramid of Interventions Checklist for Teachers

- Student is not responding to Tier 1 interventions and continues to experience difficulty with behaviour, academics, or social emotional issues.
- Contact student's parent/guardian to discuss the need to refer to the Pyramid of Intervention (POI) for extraordinary support.
- Complete the POI referral available in "First Class" under "MBSS Staff Icon"
- Submit fully completed referral form to the Vice Principal, responsible for Student Support Services, in the Main Office.
- Receive information about the referral from the appointed case manager.
- Collaborate with the case manager in one or more of the following:
 - Development of a plan to address the identified concerns
 - Referral to the Student Success Team
 - Development of an IEP
 - Preparation of materials required for ministry designation
 - Implementation of developed plan or IEP
 - Review of progress on established plan or IEP
 - Transfer of information to other staff members who are or will be teaching the referred student.

Individualized Education Plans

All students who have been coded as special education or receive more than 20 hours of learning center support must have an up to date IEP on file. It is the responsibility of each enrolling teacher to ensure that the plan is current and in place.

Changes to a student's educational plan can be done in two ways. A student may be on an adapted IEP or a modified IEP, or a combination of both. It is important, especially for assessment purposes, to understand the difference between the two. Students with adaptations still qualify for a regular BC graduation. Students with modifications will likely not qualify for a regular graduation. They will be placed in the ministries School Completion Certificate Program (SCCP) and will be enrolled in LD designated courses ("X") rather than regular coded ("M") classes (e.g. XEN—10 rather than MEN—10).

ADAPTATIONS

Adaptations are any changes made to the manner in which educational services are provided to assist a student in achieving the prescribed learning outcomes. Examples of this may be the use of devices, schedules and/or individuals to facilitate the normalization of learning (e.g. Braille, picture boards, extended time lines, hearing aides, behaviour plans, etc.). A student could have an adapted IEP in one or more subjects. All students on adapted IEPs are still compared with their peers and must receive a letter grade for the regular course they are enrolled during reporting periods. Teacher comments should make reference to adaptations

MODIFICATIONS

These changes to a student's educational program are significant, and require parental consent. Learning outcomes are not aligned with the regular course outcomes and result in removing the student from standard student assessment and graduation procedures. Modified programs allow teachers to develop plans that contribute to individualized student success. Examples of modifications may include materials at a lower grade level, merely concentrating on adaptive skills, providing an alternate program, etc. Students on a modified IEP still receive a letter grade, but the modified course must be appropriate designated as an LD course ("X"). Modifications are usually made in all academic courses, but may only apply to one or two.

For more detailed information on IEPs consult with a member of the Student Success Team, or refer to "Individual Education Planning for Students with Special Needs: a resource guide to support teachers", Ministry of Education Publication, 1996.