Response to Intervention: Father Gorman Community School Focus: Social, Emotional, Behavioural

Tier 3

Since a formal assessment (internal or external) is required for placement in Tier 3, the following will occur:

Team Meeting to review data collected (include FBA, prior assessment, MAPS, etc.)

The team must include: the homeroom teacher, parent, LAT, school counselor and one additional support (Educational Consultant, doctor, outside agency) and may include other teachers, school administration, and/or the student.

A Formal Behaviour Plan and formal 6 week review, either a face to face meeting with all team members or a written summary with each team members' signature

Tier 3 Behaviour Plan

A Formal Behaviour Plan for specialized individual intervention and skill development: This plan must include: identified individual that is the plan monitor (must be consistent, frequent and accessible); have a set follow up date (at least 10 school days); clear expectations and procedures including a time out space (if needed) and personnel actions; instructional time for skill development; recognition of students' strengths and interests; and daily parent communication (e.g. target book, phone calls, charts). The plan may include: agency support within the school or home, discipline contract (such as modified school day and/or suspensions); alternate working area with designated supervisor; modifications to recess/lunch hour structures and placement; classroom adaptations or modifications which may include sensory or motor tools, academic interventions or programs, etc.

Tier 2 to Tier 3

Who: Homeroom Teacher, Parent/student, Counselor/LAT/Interventionist Frequency: a plan must have at least 10 school days of action before changes are

Monitoring: Review of Behaviour Plan Must be conducted at the end of a 6 week period

Criteria: Student meets specified outcomes of the intervention or a formal behaviour assessment is administered (e.g. BASC, etc.)

Tier 2

Often indivual students benefit form more directed instruction an involvement in a behaviour plan. The following steps will be implemented to individualize the program best for a student (or gorup of students):

Parent Inclusion (communication, background information, etc.) and student awareness

Action Plan: this plan is established by the classroom teacher, student and parent. (Must include the identification of specific target skills.) It may inicude support from the LAT and/or School Counselor. The plan should include placement in a school support program (e.g. early skills, girls on the move, etc.), specific skill devleopment, and/or scheduled check ins. After no less than 10 school days, the team will evaluate the effectiveness of the behaviour plan. The plan may be adjusted at that time, depending on need and all members' agreement. The plan must be implemented for a minimum of 6 weeks. Scheduled review by designated personnel must be carried out and documented consistently.

Tier 1 to Tier 2

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Who: Homeroom Teacher, Parent, may include: LAT/School Counselor
Frequency: Classroom Teachers meet with the assigned LAT monthly
Monitoring: Homeroom Teacher,
School Administration
Criteria: Concerns are frequent
(repeated, escalating or reoccur in a three to four week period) or consistent over time (similar infraction occurs over the school year) confirmed by anecdotal notes and records; a Functional
Behavioral Analysis is completed for placement in Tier 2

Tier 1

All students benefit from: Curriculum Instruction; Best Teaching Practices; School Structures and School Supports. This includes established rules, procedures and rewards in the classroom (e.g. First Days of School Script, posted procedures, cuing systems, expplicit and implicit teaching of behavior skills, etc.).

The primary corrective strategies used in all classrooms (by the teacher) in response to minor infractions include: respectful warning; general parent contact (phone call or agenda note); individual time with teacher (recess, noon hour, etc.); environmental change (move within classroom); restoration activity (consequence related to the action for learning); withdrawal of priviledge (does not compromise the curriculum); peer modeling; and/or behaviour inquiry.

School Structures to Support Behaviour Focused Learning: Professional Learning Teams (including peer observation), Student Handbook, Staff Handbook, school counselor, student SRC, strong academic and work skills supports (RTI), and a wide variety of student choice in Extra Curricular Programs and Intramurals

Universal Screening and Diagnostic Assessments

Good discipline is not the capable handling of an awkward situation; it is the day to day maintenance of an atmosphere where such situations rarely occur. A collaborative review of student behaivuor: school staff and sutdent handbooks, classroom rules and procedures, key communicators, Jesus Footsteps, Christian Values, and school wide social, emotional and academic programs.