4.1 Student Support Model

<u>GOAL 1</u>: Maximize the number of students experiencing academic and social emotional inclusion at the Tier I level <u>GOAL 2</u>: Increase the effectiveness of Tier II and III interventions for students needing increased support



Systems to identify and respond to student need

- Curriculum-based academic and mental health assessments
- Standardized academic assessments (FSA, DRA, etc.)
- ELP and ENP
- Classroom level data review

Above systems PLUS:

- School level data review
- Targeted classroom-based assessments
- The SBT process
- Targeted classroom teacher and IST monitoring

Above systems PLUS:

- District level data review
- The DBT process
- District/wrap -around team monitoring
- Outside agency/diagnostic need assessment

<u>Tier I</u>: BC curriculum delivered via UDL in the clasroom with a focus on skill development in literacy, numeracy, and SEL

<u>Tier II</u>: Tier I PLUS targeted classroom-based support via small group interventions

<u>Tier III</u>: Tier I and II PLUS individualized/essential supports and monitoring via SBT

Required skills and knowledge for staff

- BC Curriculum
- SEL and mental health curriculum
- UDL/universal supports
- Literacy and numeracy instruction
 - School and district professional development
- Identifying and monitoring interventions, supports and accommodations
- Academic and social-emotional skill building
- Functional behavior planning
- The SBT/RTI process
- School level resource allocation
 - PVP trainings and professional development
 - IST Communities of Practice

Tier IV: DBT directed Tier

- Coordinating support for highly complex student profiles
- Coordinating wrap around team responses
- The DBT/RTI process
- District level resource allocation
 - District level professional development
 - Ministry guidance and outreach