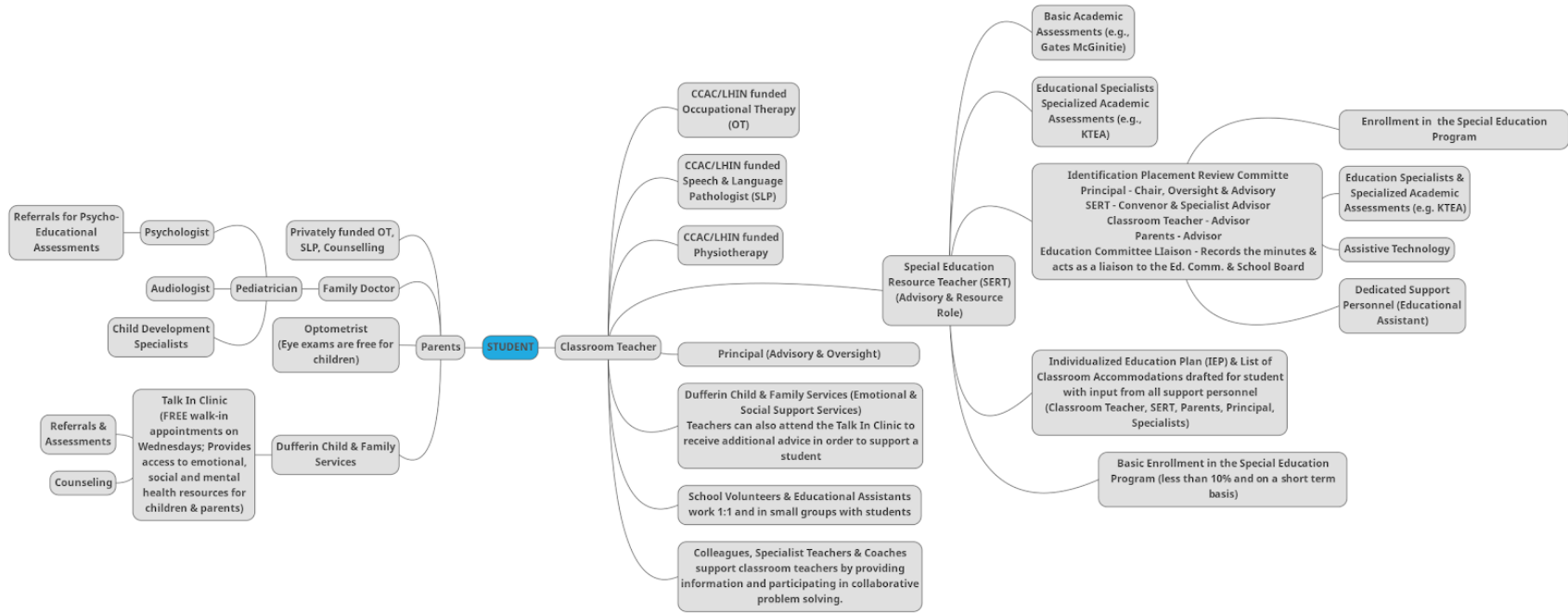


STUDENT SUPPORT PROTOCOL

- At DACS, the principal is currently responsible for overseeing all student support services and both the SERT and classroom teacher are responsible for coordinating additional student support services. DACS uses a tiered student support system with increasing support occurring at subsequent levels. The principal oversees all 3 levels of student support, but individual stakeholders are responsible for the differing tiers in conjunction with their areas of expertise. Parents are involved in each tier.
 - Tier 1: The classroom teacher supports and addresses the needs of all students.
 - Tier 2: The SERT and classroom teacher work together to address the needs of at-risk students and students needing minimal intervention.
 - Tier 3: The Identification, Placement & Review Committee (IPRC) (Chaired by the principal, with the aid of the classroom teacher and SERT) work as a team to address the needs of students requiring extensive intervention.
- The addition of a Student Support Facilitator (SSF) would create a new role, whether formal or informal, at our school. The SSF and principal would oversee the entire program, but I could see the SSF dealing with the daily tasks and freeing up the principal for other administrative matters. The SSF would also develop new school initiatives to address the unique needs of all our students. I envision that the student support worker would:
 - Help to bridge the coordination of support services each year and provide consistency as students move up the grades.

- Hold bi-monthly meetings with individual classroom teachers to encourage and support their efforts. As a team assess and discuss the academic, social and emotional needs of their students. Provide teachers with additional resources and support. (Tier 1)
- Hold monthly Special Education meetings with the classroom teacher, SERT (and perhaps the principal/vice-principal) to discuss and monitor the progress of at-risk students and students needing minimal intervention. (Tier 2)
- Attend monthly IPRC meetings for each student requiring intervention. (Tier 3)
- Be responsible for the collection and maintenance of a student data collection system for tracking individual student data in areas of academics, social and emotional well-being. Analyze student data to determine trends and highlight strengths and areas of need. At the end of each term review the information to ensure that teachers are recording important information and following up. (See Appendix 1: Long Range Data Tracking Proposal for more information.)
- Conduct a biannual survey on student mental health and well-being, analyze the data, develop goals and prepare an action plan for staff.
- Develop relationships with Dufferin Child & Family Services (DCAFS) and other mental health organizations.
- Collect and organize mental health resources for students, parents and teachers.
- Ensure that staff are familiar with Supporting Minds: An Educator's Guide to Promoting Mental Health & Wellbeing (2013) and the supports and resources
- Coordinate staff professional development in the area of student well-being and mental health and provide staff with resources to aid them in meeting the needs of students.
- Spearhead initiatives that address student social and emotional wellbeing (e.g., Bullying Week, in-school programs that assist students struggling with anxiety or stress, parent information evenings, etc.).

The Student Support Facilitator would coordinate and oversee all levels of support for students at school, assisting the classroom teacher in identifying, accessing and implementing different levels of support. (See the diagram below or click the [link](#) to open in a new tab. The diagram was created with [Mindmup](#) a free online mindmapping tool.)



Appendix 1: LONG RANGE DATA TRACKING PROPOSAL

- Current Practice: Report cards and important documentation (e.g., assessments, reports) are kept in the student’s OSR in the office. This is available for subsequent teachers to read. Teachers often talk with the grade level teachers above and below them discussing student strengths, weaknesses, learning styles, social strengths and weaknesses, mental health and home support.

- Strengths:
 - There is much sharing and collaboration between teachers. Teachers work together to address student needs as a team. OSRs are available at any time from administration for staff members to peruse.
- Weaknesses:
 - Much of the information about our students remains in teacher's heads and is not well documented for successive teachers. Things are forgotten over time and when teachers leave the school this data goes with them. There is little follow-through of data when students move on or go to high school, other than the OSR. (e.g., This summer we have a huge turnover in staff. Our Kindergarten, Grade 2, Grade 5 and Grade 7 classrooms will have new teachers. We've lost years of data on our students.)
 - It is difficult to analyze trends in our individual students, or determine causation and correlation. (e.g., marks have decreased and a student struggles with boardwork, the student was recommended to have their eyes checked two years ago, there was no followup as the student went to the next grade)
- Proposal:
 - Continue current practices - they are good.
 - Use Google Sheets to create a database that will include student academic, social and emotional information. This file will be passed on to subsequent teachers each year and include notes for follow up so that important items don't fall between the cracks as students progress to a new classroom. It will be a requirement for all teachers to keep good documentation of their students. This will work in connection with the OSR providing further documentation. If students move to a new school a copy of this database (printed & the sheet itself) would be shared.
 - Development of a database would help the student support facilitator keep tabs on developments with all students at the school.

STUDENT #1

Date of Birth
Gender

Mom's Name
Dad's Name

Siblings (Year of Birth)
Siblings (Year of Birth)

Colour Blind
Formal Assessment In Works

KINDERGARTEN

	DATE	DETAILS	FOLLOW-UP
Vision Testing	November 1/18	Lions Club recommended a follow up assessment with an optometrist. Concerns about colour blindness and visual acuity in the left eye.	Colour blind; Glasses not needed at this time.
Academic Testing	January 1/19	Recommended a visit to the pediatrician to request a referral for assessment - xxx & xxx concerns. (See OSR for recommendation letter.)	x
	April 4/19	Completed assessment forms for pediatrician about xxx. (Copy in OSR)	Contact mom in August to obtain a copy of the doctor's report (appointment is in July) and determine next steps.
	June 3/19	Reading A to Z Benchmark Assessment - Level aa	Reassess in September, possible SERT placement for reading.
	June 19	No formal testing but very weak in math.	Reassess in September, possible SERT placement for math.
Learning Styles	Does well with hands-on activities and regular support. Becomes distracted easily - keep him in the front row close to you. If he's distracted a walk to the fountain and quick drink break really helps.		Recommended to continue accommodations.
Learning Support	1st Term: 1:1 Learning support with a volunteer outside the classroom. Modifications needed (length of assignment).		x
	2nd Term: 1:2 Learning support with a volunteer within the classroom.		Consider the use of a volunteer or SERT in Grade 1 in LA and Math.
Accommodations	Copying from blackboard. (Each morning we copy a sentence in to the agenda from the blackboard, this is very difficult, so I provide a copy on a piece of paper beside.) Pencil Grip Support		Recommended to continue accommodations.
Social	Is making friends, has one very close friend (Bob). Good social skills.		x
Emotional	No concerns.		x
	Family history of xxx.		x
Support Network	Mom and dad are extremely involved and very willing to pursue any necessary assessments. Funding for further assessments is not an issue.		x
			x
Other	No concerns.		x

GRADE 1

	DATE	DETAILS	FOLLOW-UP
Vision Testing			
Academic Testing			
Learning Styles			
Learning Support			
Accommodations			