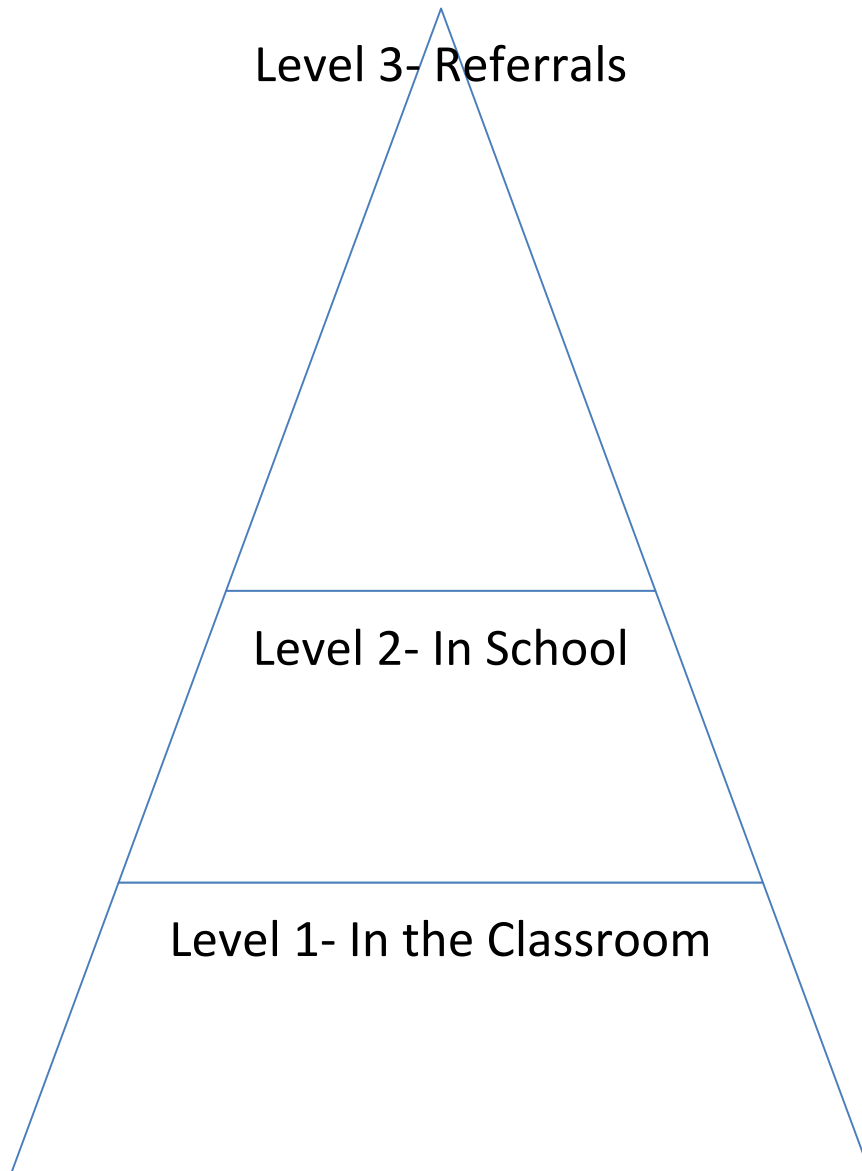


Target- Grade 9 & 10 Students

This Pyramid of Interventions is designed with the specific purpose of increasing credit accumulation of Grade 9 & 10 Students at KLDCS.



The Pyramid of Interventions is developed for the specific task of increasing credit accumulation for our Grade 9 & 10 students. Developed in collaboration with Administration and Guidance, it is a process for targeted intervention that is progressive and supportive.

The pyramid has three levels. The first level focuses on in-class interventions, the second level on in-school interventions, and the third level on out-of-school interventions (usually referrals). As we increase the intensity of the intervention, the strategies already implemented should remain in place and continue to be revisited.

Role of the Student Success Teacher

Efforts should be made to ensure proper placement in Grade 9 courses. Transition meetings during the previous June provide valuable data for the Student Success teacher to review and ensure the students have chosen the correct pathway. If any issues, a meeting with parents is arranged to review the following;

- Reasons for pathway choices contrary to teacher's advice
- Reasons why the teacher recommended the pathway
- If parent still adamant, suggest compromises to ensure student success (eg. Recommended pathway semester 1, promote to requested pathway sem. 2)

The Student Success Teacher (SST) will target a set number of students with the primary purpose of helping at-risk students achieve credits. The focus will change as the semester progresses, and as students are no longer identified as at-risk, other students are added.

The students selected will be both at-risk of failure, and also most likely to succeed with support.

The role will include the following interventions;

- Meeting with parents of students who have questionable pathway choices, before the start of the school year
- Initial contact with students that teachers have concerns about, in the first two to three weeks in the semester;
 - Determining if the pathway is appropriate
 - Addressing any anxieties or concerns of new secondary students
 - Determining accommodations and if they are in place
 - Addressing any early attendance issues

- Work with guidance and administration to develop targeted list of students
- Develop learning contracts with each targeted student
- Develop support system for each targeted student based on individual needs
- Liaison between school and home
- Moderate and facilitate conferences between teachers and parents/students
- Refer to outside agencies as required

Role of Progress Reports

Progress reports provide invaluable data to assist all in the school to identify students at risk. Progress reports will be generated on the first Monday of each month, and will be given to the students and sent home. The data provided allow the list of targeted students to be revised and determines the intensity and style of the interventions. The importance of the data is such that;

- progress reports are mailed home for students who achieve a mark below 60% in any course
- teachers are asked to export their markbook data on the first Monday of the month.

Role of Guidance

At the end of the first four weeks of school, progress reports will be given to each student in each class. The Guidance department will meet as a part of the student success team to review achievement data for all students.

Guidance counselors and the Student Success Teacher will meet with each student, and discuss reasons for struggles. Plans will be created that could include;

- Mandatory CIT in specific classes
- Self-advocacy
- Developing study and homework skills
- Attendance history and plans
- Addressing other barriers, such as lates, truancies, social issues

A parent will be contacted by guidance during the meeting, and the student will explain the strategies outlined. The teachers will also receive an e-mail outlining the main points of the conversation.

This process will repeat itself after the midterm report and the second and third progress reports, with escalating interventions and strategies.

Level 1

In-class interventions will often be sufficient. Many students that could potentially be at risk will be able to ensure learning with a differentiated approach to teaching and allowing for accommodations in the classroom and completion of assignment. Other strategies include;

- “Workshop” design to classroom instruction in open and non-academic courses which targets poor executive function skills.
 - Tasks are "chunked" and scaffolded
 - Teaching is "chunked" and scaffolded to follow the gradual release of responsibility model. Short periods of instruction followed by ‘working sessions’
 - Peer assessment is used to help provide descriptive feedback
 - Higher order tasks are completed
 - DI Strategies are Used
 - Student Choice
 - Learning materials & resources kept in the classroom, students are always provided the materials needed
 - Students who are present are passing
 - Rubrics, checklists, and success criteria will be used to monitor (self and peer)
 - Work mandatory to be handed in as exit card, exit cards are reviewed by teachers to plan next steps
 - Organization skills are modelled and taught
 - Students grouped based on need

- Classroom Management strategies
 - Student groupings
 - Use of body language to promote on-task behavior
 - Classroom as learning centre- teacher ownership

- Learning strategies instruction (Executive Function)
 - Organizational skills
 - To help focus/get attention
 - To motivate
 - Use of agenda
 - Study skills
 - Time management

- Use of Assistive Technology
 - Soundfields
 - Smartboards, Senteo's
 - Proxima's
 - Technology for accommodation- Dragon, Kurtzweil, laptops

- Use of Accommodations if required
 - Based on individual student needs
 - Often accommodated by using practices listed here

- Compulsory Instructional Time
 - Mandatory or Optional
 - As much as possible use for academic rather than disciplinary reasons

- Parental contact
 - Early as possible
 - Use checklist if needed

- Parental engagement- give them specific tasks to assist students

- Student/Teacher conference
 - Determine any issues or difficulties the student faces
 - May lead to referral

- Parent/Teacher conference
 - Use protocol created to ensure precise outcomes are targeted
 - May lead to referral

- Learning Contract
 - Allows teachers to create precise, specific details around areas of concern
 - Ties to learning strategies, parental contact
 - Use standardized format to ensure consistency across the school
 - Brought to parents, signed and returned

- Contacting Guidance/SST/Admin/SERT for support
 - Leading to Level 2 Interventions
 - Referring back to Level 1 interventions as required

Level 2

Interventions beyond the classroom will narrow throughout the semester. Early interventions by the SST and Guidance department will often “right the ship” for many students who simply need an intervention. As the semester progresses and strategies are implemented, the focus should narrow to the targeted at-risk students that will continue to need support.

Level 2 interventions occur throughout the semester, and are meant to add to the interventions already in place at level 1.

- Assembly of Services
 - Early in school year, assembly for all students to identify supports in school, clearly define the role of CIT, and introduce support staff (SST, Guidance, CYW, etc.)

- SST Intervention
 - In first three weeks of the semester.

- Initial Guidance meeting
 - Formatted intervention that includes calling home to discuss strategies for improvement
 - May lead to referral

- Writing Centre
 - For students to bring specific writing tasks to be worked on with support
 - At this point, cannot be mandatory

- Parental contact from Guidance/SST/Admin/SERT
 - teacher contacted on the outcome of the conversation

- may lead to referral

- SERT support, including assistive technology
 - Can be stepped up as needed
 - Targeted use of EA's

- Mandatory CIT's
 - Tracking attendance, truancy referrals can be problematic
 - Procedures to be developed

- Conferences- Parents, Student, Teachers, SST, Admin., Guidance
 - Use protocol created to ensure precise outcomes are targeted
 - Criteria- three courses at level 1 or below
 - May lead to referral

- Follow-Up Guidance Meeting
 - Similar to first meeting, with more specific, targeted and mandated interventions
 - May lead to referral

- Learning Contract
 - May be initiated at this level, but should be early in semester
 - Similar to classroom contract- same format

- Contacting outside agencies
 - Leading to level 3 interventions

- Continuing with level 1 and 2 interventions

If it is determined at this point that the student is not likely to achieve the credit, guidance can implement some interventions that may “cut losses”;

- Purposeful scheduling
- Reduced Timetable
- Rainbow
- GLS Course

Interventions at this level are meant to provide support of a non-academic nature to assist the student in implementing the academic interventions. Outside supports include in-school and out-of-school;

- Referral to CYW
 - Provide informal chats, check-ins
 - Provide irregular or regular counseling
 - Refer to outside agencies
 - Confidential, but can still provide insight into issues, etc. for teachers, staff

- Arrangement of private tutoring
 - In-school or out-of-school

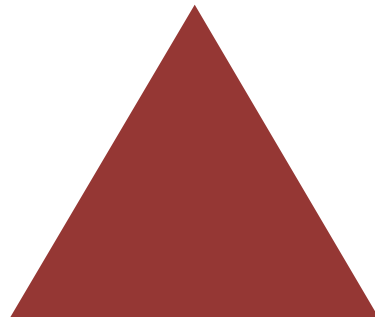
- Referral to Aboriginal Youth Liaison Officer
 - Increased self-identification
 - Increased cultural awareness, sensitivity
 - Strategies to increase engagement
 - Liaison between school and home/reserve

- Referral to Child and Family Services
 - Two branches- Mental Health and Child Protection
 - Duty to Report- legislated!

- Referral to Canadian Mental Health Association
 - Specifically for students over age 16

- Referral to Timiskaming Health Unit
 - Addiction and Mental Health
 - Will accommodate groups, presentations

- Referral for Assessment- Learning or Psychological
 - Board or Private
 - SERT-driven



STUDENT NAME _____

Level 1- Classroom Interventions

- _____ “Workshop” design to assessment and classroom instruction
- _____ Classroom Management strategies
- _____ Learning strategies instruction
- _____ Use of Assistive Technology
- _____ Use of Accommodations if required
- _____ Compulsory Instructional Time
- _____ Parental contact
- _____ Student/Teacher conference
- _____ Parent/Teacher conference
- _____ Learning Contract
- _____ Contacting Guidance/SST/Admin/SERT for support

Level 2- School Interventions

- _____ Assembly of Services
- _____ SST Intervention
- _____ Initial Guidance meeting
- _____ Writing Centre
- _____ Parental contact from Guidance/SST/Admin/SERT
- _____ SERT support, including assistive technology

- _____ Mandatory CIT's
- _____ Conferences- Parents, Student, Teachers, SST, Admin., Guidance
- _____ Follow-Up Guidance Meeting
- _____ Learning Contract
- _____ Purposeful scheduling
- _____ Reduced Timetable
- _____ Rainbow
- _____ GLS Course
- _____ Contacting outside agencies

Level 3- Non-Academic Interventions

- _____ Referral to CYW
- _____ Arrangement of private tutoring
- _____ Referral to Aboriginal Youth Liaison Officer
- _____ Referral to Timiskaming Child and Family Services
- _____ Referral to Canadian Mental Health Association
- _____ Referral to Timiskaming Health Unit
- _____ Referral for Assessment- Learning or Psychological