



As a school we have created various programs and processes to assist families and students. This document is designed to inform our community on how we support our Spartans.

How do we build a supportive environment at C.W. Perry?

1. **Physical space of the classroom**
 - a. What types of furniture, colour, space arrangement, etc. are required to assist students?
2. **Learner Profiles**
 - a. What do we know about our students before they walk into the classroom? How can we personalize their learning to fit their interests or real life?
 - b. What can their previous successes tell us about their future success?
3. **Teacher Method**
 - a. Teachers use a variety of classroom experiences throughout a student's day to engage them in meaningful learning.
4. **Organizational Structure to Support Students**
 - a. Alternative student schedule
 - b. CW Perry Pit Stop
 - c. Learning Commons
 - d. The Learning Centre
 - e. Common Group Spaces
 - f. Break out rooms
 - g. Flexible classroom structure (furniture)
 - h. Adding in student specific breaks in class (e.g. Spark program)
 - i. Individualized Program Plans
5. **The Spartan Way!**
 - a. We take our culture seriously from the standpoint of how we are to treat others, academic effort, and our life principles.



There are many ways C.W. Perry supports its students, both academically and socially/emotionally. Outlined in this document is information on how we organize our support system, along with how you and your child can access these supports. To begin, we will describe the RTI approach.

General Understandings: The Response to Intervention Approach

As children grow and mature, they will understand concepts when they are “brain ready” (developmentally capable of processing and comprehending certain information). Some students, however, experience gaps in their ability to understand concepts at various grade levels; this is to be expected, as they will grasp an understanding when the brain is ready to do so. These gaps *may* be remedied when students enter the next grade level, as curriculum is repetitive in nature (especially at the elementary levels). Some students however, may require more support in a specific academic area(s). The process of intervening to support these students is called **Response To Intervention or RTI**.

RTI is a method widely used by educators, firmly grounded in both theory and research, to assist children in moving forward with their learning. The rate at which they move forward is dependent on: *the readiness of the student, learning issues which may be present, any social/emotional and/or physical needs, and the willingness on the part of the child*. For more information on these topics, please refer to the RTI Network and credible authors, such as Dr. David Souza (Brain Research).

The purpose of RTI is not to *reveal* issues in student learning, but rather, to *respond* to them. In the public school system we have various ways of recognizing student learning gaps, or learning difficulties. The first and foremost way to identify such gaps is done **through the interaction between teacher and student**. Teachers look for hallmarks of learning they should be observing in a child at a particular age and/or grade level. They then look for **trends** in student results, whether summative (tests and assignments) or formative (day-to-day activities). **After** academic issues have been identified, the RTI process is put into place to assist the student in moving forward. Please see the flow chart on the following pages for process.

Current research reveals that with the application of RTI, we can reduce the need for further formal assessment by up to 80%. Why is this? The combined intervention of school and parents/caregivers to support students with learning issues can significantly assist these children in learning through, and moving past, their initial struggles ([Learning Disability Quarterly](#), 2010). The 20% of students who do not experience success through the RTI method are frequently dealing with underlying learning issues, which may be genetic in nature, and/or contain social/emotional or physical components. *In these cases, the school will recommend **further formal testing** and apply available supports to help students meet their academic potential.*

Research →

RTI Alberta

RTI is a method widely used by educators, firmly grounded in both theory and research, to assist children in moving forward with their learning.



Spartan Strong

Loyal Determined
Courageous

Thinking as a Spartan, I...
Acting as a Spartan, I...
Being a Spartan, I...

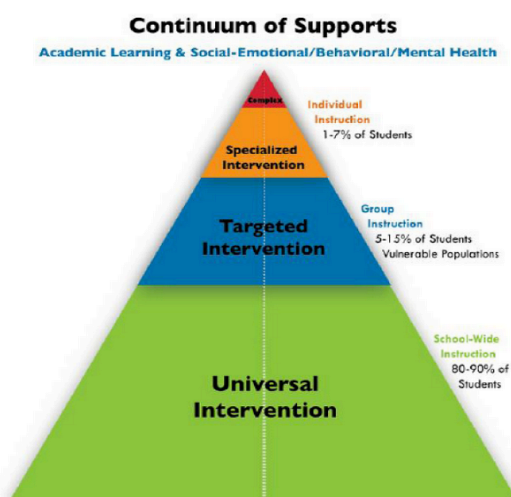
*See our school website for
more information.*



RESPONDING TO STUDENT NEEDS

What is the Model?

Tier 1 - At The Classroom Level/Universal Intervention - The goal of an *inclusive educational system* is to provide all students with the most appropriate learning environments and opportunities to fully achieve their academic potential. We use the



term **Universal Learning Environments or ULE** to best describe a classroom environment, which responds to the needs of all students (although this does not necessarily mean that children must consistently remain/learn in the classroom setting). Teachers seek to provide a consistently inclusive environment for their students, including both in-class supports and, when required, small group intervention and/or pull-out groups. For middle school children, teachers provide weekly tutorials, accommodate their learning objectives and use the **Learning Centre and Pit Stop** to support day-to-day needs. C.W. Perry has a well-experienced Learning Support Teacher who supports educators in providing direction for students with Individual Program Plans.

Tier 2: Targeted Group Intervention - This could be part of a daily routine or it could occur for a determined number of classes in which teachers and/or an assistant works with a specific group of students. The academic focus would be based on a determined area or skill to most effectively support student learning. These group intervention classes could also be life-skill based, helping students learn to effectively regulate their emotions or behaviour, implement organizational strategies in their life, and learn about basic social interactions.

Tier 3: Specialized Intervention/Using The RTI Approach – Once the necessity for RTI has been established, classroom teachers work with the Learning Support Teachers to set up a routine time for the student to receive support. This can occur in the Learning Centre or another open space. Students can also benefit from receiving small-group intervention during the week. These groupings are not age specific; rather they are skill driven. The RTI approach is created to address a specific need and follows a determined time frame. See the *Student Process for Support* flowchart.

Tier 4: Highly Individualized Support - This level of intervention is reserved for students who require intensive support to function in the school environment. Extraordinary programming is utilized for these students, which may include focus on self-care and life-skills development. This is not a one-to-one ratio in regards to Educational Assistants and students. However, these students would have a unique schedule, which integrates with their homeroom class where appropriate.

There are multiple ways students can receive support. The information below outlines how we assist students at C.W. Perry.



Accommodations – These supports are available to all students and do not require a child to be on an Individual Program Plan.

Accommodations may include, but are not limited to: preferential seating, extra time given for assignments/tests, reading and writing support, “chunking” work into smaller, more manageable components, etc. Accommodations are recorded in the IPP. If there is no IPP, teachers communicate with parents which accommodations are being used for their child. The overall goal for these students is to allow them to enter into their education with confidence and to build both skill and self-advocacy. Eventually we hope students will establish a level of academic independence that is not reliant on accommodations.



Curricular Modifications – Modification of materials involve students receiving curriculum which is generally 2 or more years below grade level. Students cannot receive modified materials unless they have undergone diagnostic testing. This modification of academic materials allows for students to progress at their own individual rates while being provided opportunities for success. Students on modified programs may remain in class with the teacher and/or assistant, or they may also be part of smaller groups. Students will often access our Learning Centre and Pit Stop for more direct teaching.



Pit Stop – The Pit Stop is located in the office area. It is designed for students who need quiet place to work in concert with the Learning Centre. This area has access to an educational assistant as needed. This space is also for students who have fallen behind in classroom learning and require a day or two to catch up. Teachers and students can request this space.



Educational Assistant Support – When availability allows, teachers may have an educational assistant present in their classrooms to support student learning. Assistant presence is dependent on both a school’s financial ability to provide such support and need requirements. Assistants work with various students to help them with the following: focus, clarification of tasks, assignment completion, supervision while teachers work with specific students, project work, test preparation/delivery of materials, and IPP goals. Assistants also work to build student skills specifically around literacy and numeracy, especially with students who are receiving modified materials.

Response to Intervention



RTI – A student can be identified for assistance by teachers, parents, and self-advocacy. Please refer above for an explanation of RTI. In the context of an inclusive learning environment, we develop a scope and sequence plan, based on the individual needs of the student. This may or may not include modification of curriculum, accommodations to learning, use of the Learning Centre, and Pit Stop.

Spark -This program is built on the work of Ratey (2008), who advocates for the benefits of daily physical activity in children and youth. SPARK for Learning involves 20 minutes of daily physical activity during the first period of each school day. We are monitoring for changes in social-emotional well-being, behavioural and cognitive changes, as well as social and adaptive skills. This is offered to any student who would benefit from this experience.



Learning For Life Settings - Throughout the year, we provide multi-aged group support to assist students in building social/emotional and self-regulation skills. This is done either with a teacher, an assistant or our Child Development Advisor (CDA.) These groups may meet daily or weekly. To become part of one of these groups, students and parents can contact our CDA, Lori Kirby, or one of our Learning Support Teachers, Del Bodo and Laurel Ruttan.



One-on-One - This support rarely occurs in our system consistently. Students will generally be grouped with other children if they require daily support, whether long-term or short-term.



Skills For Life – based upon student need, a scheduled block of time may be created for students who require “Skills for Life”. This group focuses on various tasks such as: how to make good choices, regulating one's actions, basic life functions, positive interactions with others, and applying skills taught in literacy and numeracy to real-life situations. This program is tailored to meet specific, individual needs, focusing on the skills most suited to support students' social/emotional and or academic development. These successful living programs help students cope with daily life expectations.



Social/Emotional Support – Our Child Development Advisor meets with students who require support socially/emotionally. Our CDA is tremendously skilled in caring for individual student needs and coordinating family supports through Family School Liaison, Airdrie Mental Health, Child and Family Services, and internal school programs. “CWP Let's Chat” this student group specifically helps students understand mental health and how to support others in their life. We have numerous groups and clubs which support students' emotional needs.



Individual Program Plans

RVS Supports – RVS Learning Supports assist schools by directing families to appropriate service providers. We rely on their specialties for direction, especially for students in Tier 4 (see page 3). These supports may include, speech and language pathologist, occupational therapist, mental health, behaviour strategist, psychologist, and family liaison. We also regularly partner with other services outside of the RVS supports.

IPP's –IPP's provide direction for academic, social, emotional and/or physical goals for teachers, students and families. The IPP is a working document created by teachers, parents and students. These goal-based documents are intended for growth and development towards self-sufficiency. A student's developing level of self-sufficiency is reliant on student effort, home support and student ability.

Positive Behaviour Strategist

Positive Behaviour Strategist

Our Positive Behavior Strategist (PBS) at C.W. Perry helps to design and implement intensive and targeted behavioral systems with our most complex students. Using Applied Behavioral Analysis and positive reinforcement, our PBS works together with teachers, administrators, and our Child Development Advisor to teach behavioral skills such as: emotional regulation, coping with stressors, replacing maladaptive behaviors, and building resilience through problem solving.

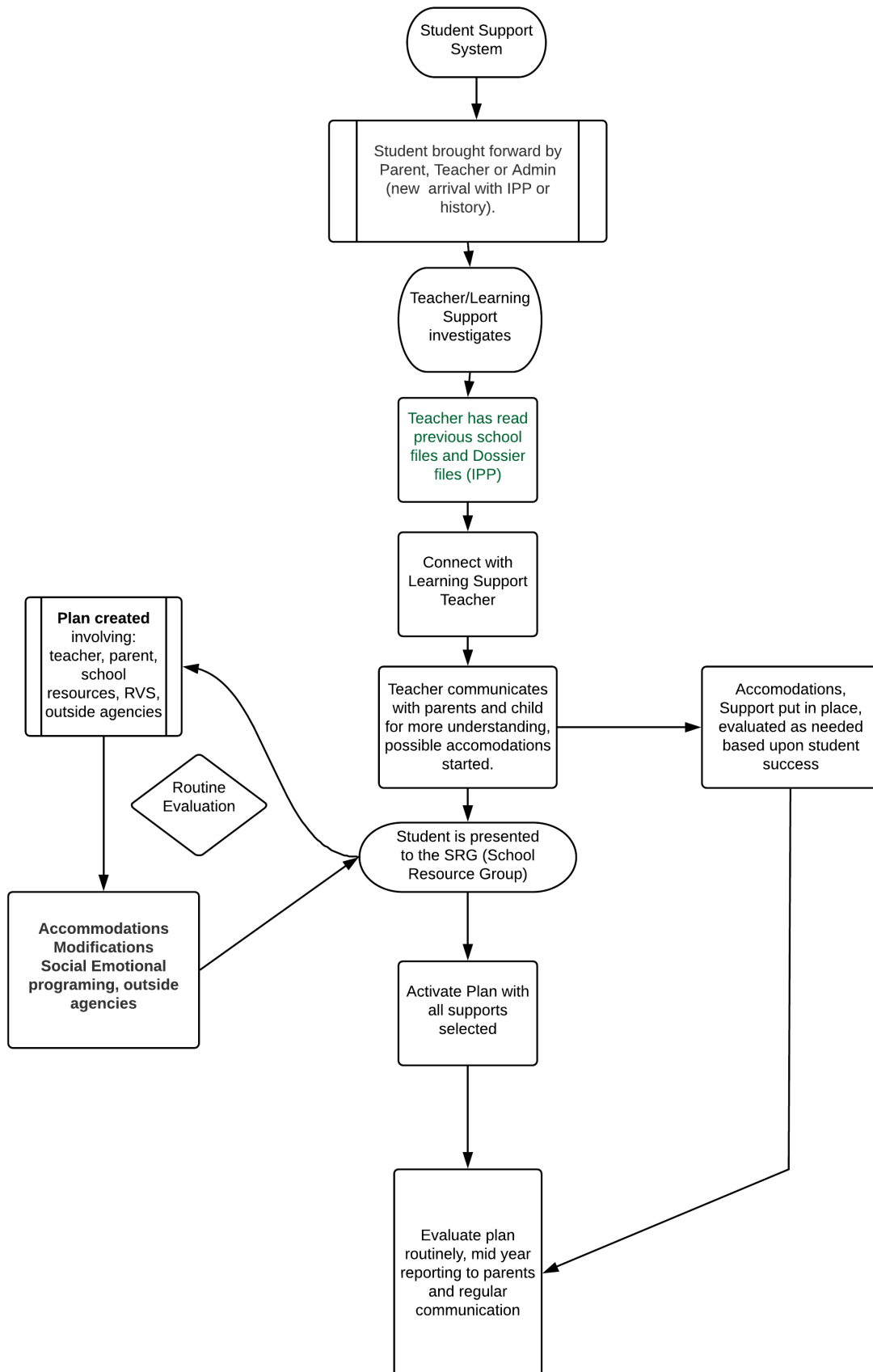


Learning Centre is a room where students can receive academic assistance during class time. It is open to all grade levels, and students can access the area approximately 50-75% of the time. This room is staffed with teachers and educational assistants during core subject classes. We have found that this alternate learning environment has helped to lessen the stigma that students may associate to accessing or receiving additional support. There may be times in a student's life when he/she may need a place, other than the classroom, to slow down the pace in order to receive additional instruction or review of a particular skill or concept. Students may ask the teacher to go to the Learning Centre or a teacher may send a student down for a specific purpose during the day. In addition, a teacher may request that a student receive a more formal block of intervention for a set period of time, the goal being to eventually re-integrate back into the classroom setting.

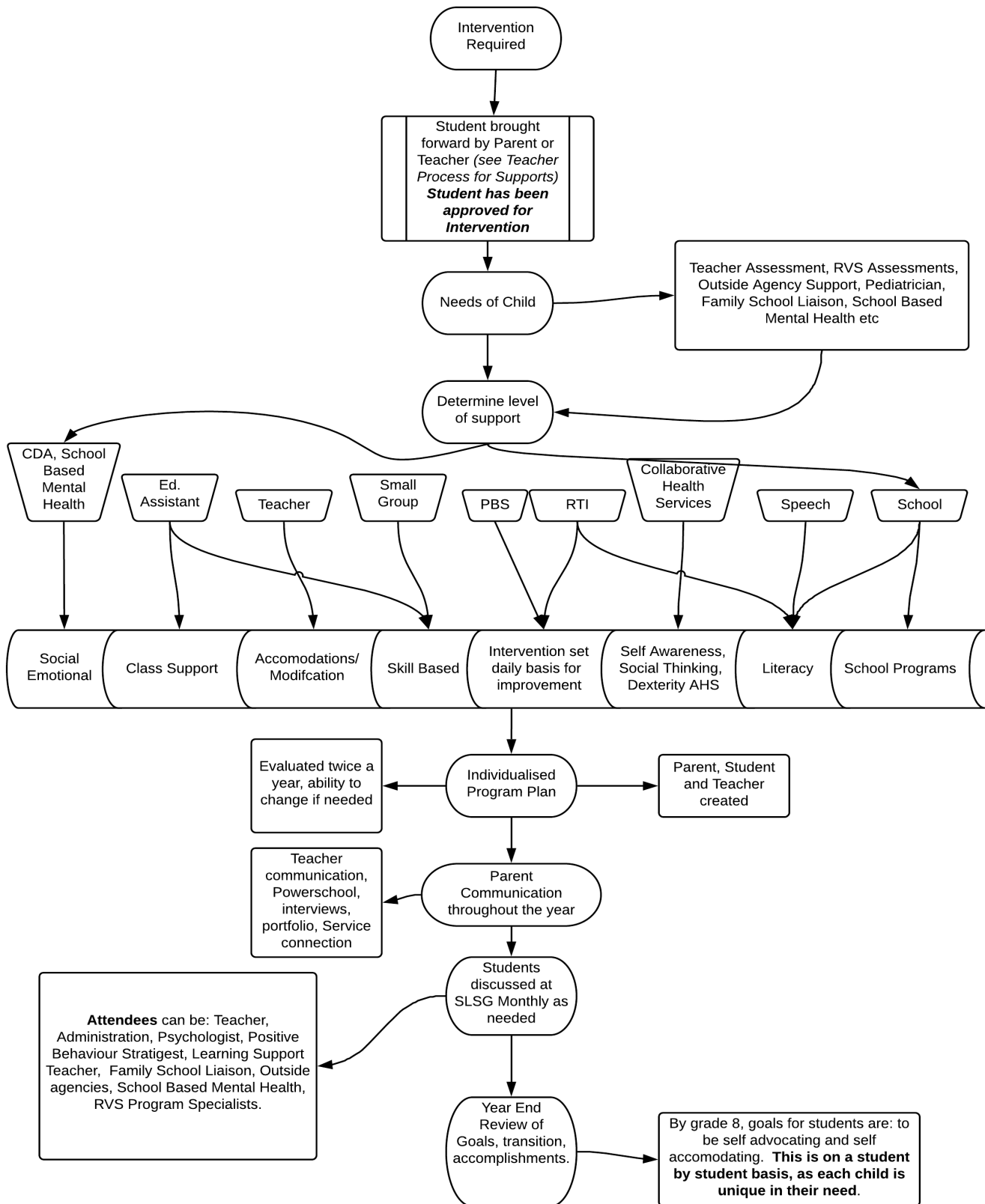


Learning Commons - The Learning Commons offers literacy support by providing a safe and supportive environment with physical and virtual spaces to engage with new discoveries. This room works in tandem with the Learning Centre. A plethora of print, non-print, and e-resources are available to students and staff to pursue their learning inquiry. The **Learning Commons Facilitator** and the **School Computer Technician** are part of the school's specialized supports.

Student Referral Procedure



Intervention Model



Frequently Asked Questions:

Q: How does my child get an appointment with the PBS?

A: Your child will need to go through the intervention process. The Positive Behaviour Strategist works on very specific behaviour needs. You can request the service through our Learning Support Teachers and/or administration. We would then bring your request to our School Resource Group to discuss.

Q: Who can see the CDA (Child Development Advisor)?

A: Any child can see the CDA at any time. The CDA is not a professional counsellor. CDAs are professionals trained to work in schools and assist in facilitating families and students.

Q: How does an IPP help my child?

The idea of an IPP is to assist your child in having success with learning. As long as the IPP continues to be needed, this document will serve to support them throughout their schooling.

Q: What if my child just needs some assistance, but not an IPP?

Yes, this is common. This is where the Pit Stop, teacher tutorial times, the Learning Centre, and the CDA come in. The above services are for everyone.

Q: IPP - If my child has an IPP/coding, does this guarantee that he/she will receive assistant support in the classroom?

A: No. IPP documents and coding serve to inform the school and teachers of what accommodations and modifications are required for your child. The IPP also sets appropriate goals for your child. Coding allows for future institutions to provide services to accommodate or modify learning for your child beyond C.W. Perry.

Q: When are IPPs completed?

A: IPP's are transferred from one year to the next. Teachers create new goals with and for their students in the first 2 months of school. Goals and accommodations or modifications from the previous year will continue (unless the goal has been achieved) until new goals are created. The classroom teachers and the Learning Support teacher are available for parents/caregivers if there are further questions or concerns. Parents will have a copy of the IPP before or by the end of the first term.

Q: What if I need more assistance?

We have many connections with outside services. We don't make the actual arrangements, but we can point you in the right direction.

Q: Can the school give out medication?

Only in very specific circumstances does this occur. We have a form which your physician would need to fill out before we would consider dispensing medication. Generally, however, we do not give out medication to students.

Q: Who do I talk to about changes to an IPP mid-year?

You can talk with the homeroom teacher and the Learning Support Teacher.

Q: What do the report card marks look like?

If students are on a modified curriculum, parents are required to check PowerSchool. The IPP directs the goals, the report card does not show the mark itself, as the report card evaluates the current grade only.

