



Colonel Sanders Tiers of Support

Tier 1

- Classroom Social Stories
- Student Expectations state expected and unexpected behaviours for various situations and as teachers we review those with students as well as use those to discuss situations within our class (these are common within our school).
- Role plays
- Read Aloud Stories - published books from the library with discussions
- Building Relationships
- Review the Student Code of Conduct with all students at a grade/age-appropriate level so that they understand their role as a student
- All incidents are tracked in Powerschool so that all staff members can see those incidents over time

Tier 2

- We do ABC tracking within classrooms which helps a school understand what may have caused a behaviour, whether that's an externalizing behaviour or an internal behaviour for that student
 - ABC
 - Antecedent 'what happened just prior to the behaviour'
 - Behaviour 'what was the behaviour that seen'
 - Consequence 'what was the result of the behaviour'
- We look for patterns in situations to then apply supports for that student in need
- We look at what the patterns are showing us and we provide regulation supports for that child which include modifications to schedules to allow an additional adult to be present
- The patterns of behaviour would then also lead us to change the students' breakdown of the day (i.e a particular student's day may look different than his/her classmates')
- A student who has externalizing and internalizing behaviours would then also have a Student Support Plan so that all staff in the building know how to respond and/or support a student during their escalation cycle; this would ensure consistency with the approach to each student We read Social Stories to our classes as well as these are reviewed with specific students when needed; the stories are also sent home to families for them to review
- If an incident occurs, the student is removed from the situation, given a chance to regulate and follow-up conversations are had
- All incidents are tracked in Powerschool so that all staff members can see those incidents over time; so patterns of behavior can be tracked and addressed
- School Learning Team Meetings to review student needs
- We work with the family to help identify the levels of support needed; explain what has occurred, how it was dealt with at school, and what they can do at home to support; suggestion to access external support through The Summit may be suggested and/or a visit to medical professionals

Flip for tier 3 and 4 supports

Tier 3

- As a school we reach out to our Area Learning Team to seek supports from our Key Contact Strategist who supports us in developing some of the processes and procedures to support the student in need.
- Progressive Discipline – the AR explains how to view a student's behaviour through the situation in which it occurred to then decide on the next best step for the student; The AR speaks to learning from situations and making different decisions; this could include suspensions which includes the condition in which the situation occurred and the reason for the suspension and what will happen as a result (ex: the school need time to put pieces into place, to then reintegrate the student into class)
- Obtain and Release Forms which when signed by families allows us to communicate with the student's medical practitioners
- Psycho-Educational assessments when needed
- School Based Mental Health when needed

Tier 4

- At times, with students who have severe concerns that have been tracked and they have a medical diagnosis, students may then enter into a program that best meets their needs