

Supportive Planning in NLPS..... *Behaviour is Communication...what is the function of the observable behaviour?*



Complex Classrooms	Individual Learner Challenges	Challenging Behaviours / Social-Emotional Learning Difficulties	Worrisome & Threat Making Behaviours
<p>Learning environments with multiple complex learners, where support is required to establish universal, differentiated approaches and Tier 1 interventions.</p>	<p>Challenges with literacy, numeracy, executive functioning or access to academic learning.</p>	<p>Ongoing escalations, possibly violent incidents, this may be student-student or student-adult.</p>	<p>Specific threat or worrisome behaviour that is a change in baseline for the student. This process is driven by the Principal or designate.</p>
<p>Review classroom assessments and documents for individual learners</p> <p>Identify and Implement Universal Practices and Expectations (Tier 1) Matrix, identify potential approaches and resources to meet the needs of learners in this classroom</p> <p>Focused implementation & data collection</p> <p>SBT (problem solving, initial plan)</p> <p>Adjustments/additional support provided</p> <p>Ongoing support from PVP/ SBT</p> <p>Ongoing:</p> <ul style="list-style-type: none"> Data collection & review Collaboration with parents/guardians <p>Classroom data PARS/NLPS Observations ISPP</p> <p><i>*The Learning Coordinators can assist with Tier 1 Capacity Building Support thelearningline@sd68.bc.ca</i></p>	<p>Review file and existing recommendations</p> <p>Connect with parent/guardian</p> <p>Collect baseline assessment information <i>(i.e. classroom data, PARS/NLPS, ELIS, teacher observations, ISPP)</i></p> <p>Initial Implementation Individual Plan development (IEP/AIP/Learning Plan)</p> <p>Support for learners approaching widely held expectations</p> <p>Support for learners requiring functional curriculum and modifications to curriculum*</p> <p>Additional Tier 1 Supports (review matrix)</p> <p>Tier 2 Supports</p> <p>Tier 3 Supports</p> <p>AFLS Assessment</p> <p>Functional Program <i>(i.e Skills for Life)</i></p> <p>Bridges (District) Life Skills Program</p> <p>Ongoing:</p> <ul style="list-style-type: none"> Data collection & review Collaboration with parent/guardian <p><i>* Inclusion Outreach can assist with AFLS training and program planning for students in Category C.</i></p>	<p>Review file and existing recommendations</p> <p>Connect with parent/guardian</p> <p>NCI Student Data Profile <i>(observational data to identify key strategies; additional tools such as ISPP, ABC, Scatter Plot on portal)</i></p> <p>Initial Implementation <i>(based on recommendations from Data Profile and other info)</i></p> <p>Continued Student – Adult High-Risk Behaviours</p> <p>Continued Student – Student High-Risk Behaviours</p> <p>Employee Safety Plan</p> <p>Regulation Support Plan</p> <p>All plans must be supported with ongoing data collection and regular communication with the family.</p> <p>Other documents which may support these plans:</p> <ul style="list-style-type: none"> Personalized schedule Integration Plan* Coordinated Team Response Cards Escalation – De-escalation Continuum * Inclusion Outreach can assist with the development of these plans and data collection tools. <p><i>* Integration Plans are required for part-time students who are under 16 and:</i></p> <ul style="list-style-type: none"> Are in elementary school Are in secondary school and are not being monitored through an Outreach program Updates will be requested on a quarterly basis in a shared spreadsheet 	<p>Pre-Screening</p> <p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>Refer to District VTRA flow chart for additional information.</p> <p>Outside of the VTRA protocols are the response to specific concerns of abuse, neglect, or potential self-harm. The Duty to Report is the responsibility of anyone who has a concern for a student's well-being. Counsellors and CYFSWs are trained in the RAAFT protocol with respect to suicidal ideation.</p> <p>Duty to Report</p> <p>RAAFT</p> <p>Shaded items MUST be overseen by a Principal or Vice-Principal.</p>
<p><i>* The Learning Services Support Team (LSST) is available as an additional problem-solving resource. Referrals are done via a PVP to a member of DLS. It's essentially a "district level SBT." Referrals are in the Leadership Portal.</i></p>		<p><i>* Inclusion Outreach can assist with AFLS training and program planning for students in Category C.</i></p>	<p><i>* Integration Plans are required for part-time students who are under 16 and:</i></p> <ul style="list-style-type: none"> Are in elementary school Are in secondary school and are not being monitored through an Outreach program Updates will be requested on a quarterly basis in a shared spreadsheet