**What is our Collaborative Response Model (CRM)?**

Our Collaborative Response Model (CRM) are structures and services designed to support communication and collaboration amongst teachers, counsellors, administration, and District Staff such as our Inclusive Education Coach or Director of Student Services. These structures and services are designed to support students with academic, behavior, and attendance outcomes in grades 7-12 as they work to achieve academic success in all core subjects. Our CRM is intended to identify and target students in need of additional support and provide assistance to personally support each student to meet with success.

In the first stage, labeled green in the tables below, these supplemental services are available to all students and include, but are not limited to:

1. Extra instructional time to help students achieve the learning standards in their core subjects.
2. A variety of positive behavior intervention supports to assist in developing a relationship with the student and to help with either academic, behavior, or attendance support.
3. Homework club: staff are available to provide assistance, snacks and rides home are provided.

In the second stage, labeled yellow in the tables below, the stage 1 services and interventions will still be in effect and the following services and interventions will be added:

1. **Student Support Team (SST) support**: this team consists of an administrator, a school counsellor, the Diverse Learning Teacher (if applicable), the Inclusive Education Coordinator (if available), and the referring teacher.
2. The SST looks at student data and collaborates to provide an improvement plan to support the student.
3. The referring teacher must fill out the SST Referral Form and state at least three interventions that have been attempted over the past month before submitting the meeting request form.

In the third stage, labeled orange in the tables below, the stage 1 & 2 services and interventions will still be in effect and the following services and interventions will be added:

1. **Personalized Learning Team support**: School administration, counselling, the Diverse Learning Teacher, and Inclusive Education Coordinator look at student data from the Student Support Team and collaborate to further develop the improvement plan to support the student.

In the fourth stage, labeled red in the tables below, the stage 1, 2, & 3 services and interventions will still be in effect and the following services and interventions will be added:

1. A Student Intervention Circle may be scheduled to address interventions attempted and come up with a plan to further support the student with the academic, attendance, or behavior concern. This meeting will involve the principal, Cultural Advisor, Inclusive Education Coordinator (if available), Family Advocate, Diverse Learning Teacher, and a school counsellor.
2. The student may be placed on Academic Probation. Continued failure to meet academic probation conditions could result in a decision to deny the student’s admission for the following school year.
3. Student could be placed on a modified schedule.
4. Possible referral to the Ehpewapahk Alternate School or Maskwacis Outreach School for High School students.

**Criteria for Determining Student Eligibility for Entering/Exiting CRM Services**

Students requiring additional support will be provided appropriate and targeted opportunities for academic/behavior/attendance assistance and intervention, based on data (grades, attendance, or behavior log entries), so that they may have every opportunity to achieve success in passing their core subjects.

Student progress will be monitored using data driven evidence to determine the need and intensity of services. CRM services may begin or end at any time during the school year based on student need, or they may continue, even after a student has successfully attained passing grades in all their courses.

*Table A: List of interventions and services available at EJSHS by category for each group of targeted students.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Targeted Students** | **Possible Teacher Based Interventions** | **Possible Restorative Interventions** | **Possible Counselling/Skill Based Interventions** |
| **Teacher Directed:**  Nearly all (90-95%) students. | * Reminders and Redirection * Conversation with Student * Parent – calls home * Homework Club * Alternative assignments * Redo test or assignment * Lunchtime assistance * Refer to quiet place to complete assignment * Homework Club * Positive Behavior Interventions – PBISWorld.com | * Student Meeting * Parent/Student Meeting * In-class circles | * Academic Counseling (individual) * Academic presentation (small group or whole class) |
| **Targeted Students** | **Pre-SST Meeting Preparation (Referring Teacher)** | **SST Meeting** | **Possible SST Outcomes/Follow-up** |
| **Student Support Team Directed:**  Students (40-60%) who require targeted interventions. | * Complete SST Referral Form and submit to Administration * Cum file Review * IPP Review * Review Literacy data * Review existing SST data * Review Attendance and Academic data | * Team Meets and collaborates * Review past supports and interventions * Develop student support plan * Assign duties and record meeting minutes * Send minutes to all team members and administration | * Inform student, parents, and all teachers * Positive Behavior Intervention Support (PBISworld.com) * Elder support * TA support – weekly check-ins * Restorative Circles * Coach or Club Supervisor support * Academic presentation (small group or whole class - Administration) * Inclusive Education Coordinator Consult * Credit Recovery (High School) * RTI Teacher Support * Individual Counselling * Personalized Learning Team Referral |
| **Targeted Students** | **Personalized Learning Team** | **Personalized Learning Team Meeting** | **Possible Personalized Learning Team Meeting Outcomes/ Follow-up** |
| **Personalized Learning Team Directed:**  Students (10-20%) who require an even more personalized intervention approach. | * Administration * Diverse Learning Teachers * Counselling * Inclusive Education Coordinator | * Review existing SST data and referral form * Collaborate and create support plan * Assign duties and record minutes * Send minutes to all team members | * Inform student, parents, and all teachers * Positive Behavior Intervention Support (PBISworld.com) * Restorative Circles * Mental Health referral * Referral for Academic Assessment * Learning Commons Support * Individual Counselling * Functional Behavior Assessment * Personalized Behavior Plan * Inclusive Education Coordinator Support * Family Advocate Support |
| **Targeted Students** | **Possible School/District Interventions** | **Possible School/District Outcomes** | **School/District Follow-up** |
| **Principal Directed:**  Few students (3-5%) who require intensive interventions. | * Student Intervention Circle * Academic Probation * Family Advocate Support * Learning Commons Support * Modified schedule | * Referral to MOS (High School) * Referral to Ehpewpahk (High School) * Denied admission for following school year | * Inform student, parents, and all teachers |

Table B: Pyramid of Academic Interventions



**Teacher Directed Intervention Descriptions**

1. **Reminders and redirection**: Teacher reminds the student about the missing assignment or project, as well as their current grade in the course with emphasis that they have an opportunity to really improve their grade if they complete the assignment or project.
2. **Homework Club:** Teacher encourages the student to attend homework club to have a quiet place to complete their assignment or project. Teacher explains that there is help available there to get started and that it is supervised by a staff member. Drives home and snacks are provided on Mondays, Tuesdays, Wednesdays, and Thursdays.
3. **Lunchtime Assistance**: Teacher may offer assistance to the student at lunchtime or can request that the student stays with them at lunch to work on completing their test, project, or assignment.
4. **Refer to a quiet place to complete the assignment**: Teacher communicates with either the office or the library to provide a quiet place for the student to complete the outstanding test, project, or assignment during the scheduled class time for this subject.
5. **Parent Contact**: Teacher contacts the parent to explain the situation with the outstanding assignment or project and how this will affect the student’s grade if completed. Seeks to get parent support to help the student get it completed.
6. **Extra-curricular Supervisor Support**: Teacher may ask for assistance from the student’s extra-curricular supervisor. This applies to clubs, student council, and sports teams. The intent of this intervention is for this supervisor to speak with the student to encourage them to complete the missing project or assignment.
7. **Support from Colleagues**: Teacher may ask for assistance from their colleagues about the student’s situation to seek support in helping to get the missing project or assignment completed during any down time in their colleague’s classes.
8. **Academic Presentation**: Counseling is available to conduct an academic presentation focusing on the importance of doing one’s best academically and the significance of academic achievement related to life after high school. This can be a small group or classroom presentation.
9. **Alternative Assignment**: Teacher meets with the student to create an alternative way of the student demonstrating what is being assessed in the outstanding project or assignment. If an agreement is made then the student is given an appropriate amount of time to complete it and the previous interventions #’s 1-6 are highly encouraged for the student to make use of to complete the new assignment or project.
10. **Redo Tests or Assignments**: if a student does poorly on a test or assignment, the student may be given the opportunity to redo it. Teacher meets with student to discuss a possible date for a redo.
11. **Student Support Team**: Teacher submits the completed SST Pre-Meeting form to the Assistant Principal. Monthly SST Meetings take place during early dismissal time.
12. **Positive Behavior Interventions Support**: PBISWorld.com is a website that contains multiple types of positive behavior interventions to support specific behaviors commonly exhibited by students such as failing to produce work, off-task behavior, tardiness, etc. For each behavior there are multiple strategies suggested to employ to improve the situation. Before referring a student to the SST a teacher must employ at least three of the strategies listed over a one month period and track progress on the form provided.

**Student Support Team Directed Procedures and Interventions**

1. **Pre-SST Meeting Preparation (Referring Teacher)**: Referring Teacher completes the SST Referral Form and submits it to the Assistant Principal for approval. Please note that the referring teacher must list at least three interventions that have been attempted over the past month before submitting the meeting request form.
2. **Student Support Team (SST) Meeting**: The Student Support Team consists of an administrator, school counsellor, Diverse Learning Teacher (if available), Inclusive Education Coordinator (if available), and the referring teacher. The following the agenda for the SST Meeting:
3. The team will review the meeting norms and then the referring teacher will present the information from the pre-meeting form to the team.
4. The meeting will be solutions focused and the importance of creating relationships with our students will be stressed.
5. The meeting will be brief so it is important to stay on task, stay focused, and to avoid telling stories.
6. The team will collaborate and develop a student support plan. Follow-up duties will be assigned and minutes recorded.
7. Minutes are then sent to all team members and administration.
8. **Student Support Team Meeting Outcomes and Follow-up:** After the SST, the student, parents, and all of the student’s teachers will be informed of the plan. The following is a list of possible outcomes from the SST Meeting:
9. Positive Behavior Intervention Supports (PBISworld.com) may be put into place to support the student.
10. Elder support may be put into place.
11. Teacher Advisor support may be put into place so that the TA touches base with the student on a weekly basis for support.
12. The student’s coach or club supervisor may be contacted to touch base with the student regarding academic support.
13. An academic counselling session may take place with a counsellor or administrator.
14. The Inclusive Education Coordinator may be consulted to provide ideas for interventions.
15. RTI Teacher Support may be put into place so that the student has access to more 1-1 teacher time to focus on improving academic standing.
16. Individual Counselling may be put into place, with the parent’s written consent.
17. The Diverse Learning Teacher may be consulted for support through the Learning Commons on a short term basis.
18. If the student is being presented for follow-up after the initial SST Meeting and no progress has been made, then a recommendation can be made for a Personalized Learning Team referral.

Student Support Team Pre-Meeting Form:



**Personalized Learning Team Directed Intervention Descriptions**

1. **Personalized Learning Team Meeting**: The Personalized Learning Team consists of the School Principal, Assistant Principals, School Counsellors, Diverse Learning Teachers, and the Inclusive Education Coordinator (if available). The following is the agenda for the SST Meeting:
2. The team will review the existing SST data and referral form.
3. The team will collaborate and develop a student support plan. Follow-up duties will be assigned and minutes recorded.
4. Minutes are then sent to all team members.
5. **Personalized Learning Team Meeting Outcomes and Follow-up:** After the meeting, the student, parents, and all of the student’s teachers will be informed of the plan. The following is a list of possible outcomes from this meeting:
6. Positive Behavior Intervention Supports (PBISworld.com) may be put into place to support the student.
7. A Mental Health referral may be made and discussed with parents.
8. A referral for the student to undergo an Academic Assessment may take place. In this case a teacher will be assigned to fill out the referral form. Parent consent must be granted to proceed with the referral.
9. Learning Commons Support may take place on a short term basis and the student may be added to the Diverse Learning Teacher’s caseload for regular follow-up.
10. A referral for Individual Counselling may take place providing that written parental consent is granted.
11. A Functional Behavior Assessment may take place to obtain more information on the student to farther develop the student support plan.
12. A Personalized Behavior Plan may be put into place. This would involve a parent and student meeting with school administration.
13. The Inclusive Education Coordinator may provide consultation to help develop the student support plan.
14. The Family Advocate may be contacted to help the family in any way possible to support the student with their support plan.
15. Any of the possible outcomes from the SST Meeting may be continued or put into place at the discretion of the Personalized Learning Team.
16. The team may recommend that the student be withdrawn from one or more courses (high school only) to focus on the essential core classes.
17. If the student is being presented for follow-up after the initial Personalized Learning Team Meeting and no progress has been made, then a recommendation can be made for a referral to the principal for school administration directed interventions.

**School Administration Directed Intervention Descriptions**

1. **Student Intervention Circle:** This circle may be set up to meet with the student and parents regarding the situation and to seek input for a plan for academic/attendance/behavior support. The student may be placed on Academic Probation at this time as well.
2. **Academic Probation**: A circle will be arranged to discuss the student’s current academic situation and interventions employed. Student will be placed on Academic Probation with a plan in place to improve academic standing. If the student breaches academic probation they may be denied admission for the following school year.
3. **Family Advocate Support:** The Family Advocate would be contacted at this level to attend the Academic Intervention Circle and help the family in any way possible to support the student with their support plan.
4. **Learning Commons Support:** The Learning Commons may be used at this level to support a student as part of their academic probation plan.
5. **Modified Schedule**: The principal may choose to have the student continue attending class on a modified schedule. This schedule would be made up on an individual basis based.
6. **Referral to Maskwacis Outreach School:** In High School, a student may be referred to MOS if they are unable, for whatever reason, to pass their courses due to too much class time missed.
7. **Referral to Ehpewpahk School:** In High School, a student may be referred to the Ehpewpahk School if they are not able to meet their academic requirements.
8. **Denied Admission:** students who have continually not demonstrated a commitment to improving their grades and putting in the required effort may be denied admission to EJSHS in the following school year. Parents may choose to appeal this decision to the Director of Education and if necessary to the MWE Board of Governors in August of the following school year.

**Related Policies**

3010 – Admission

3220 – Alternate Education Program

3310 – Student Placement