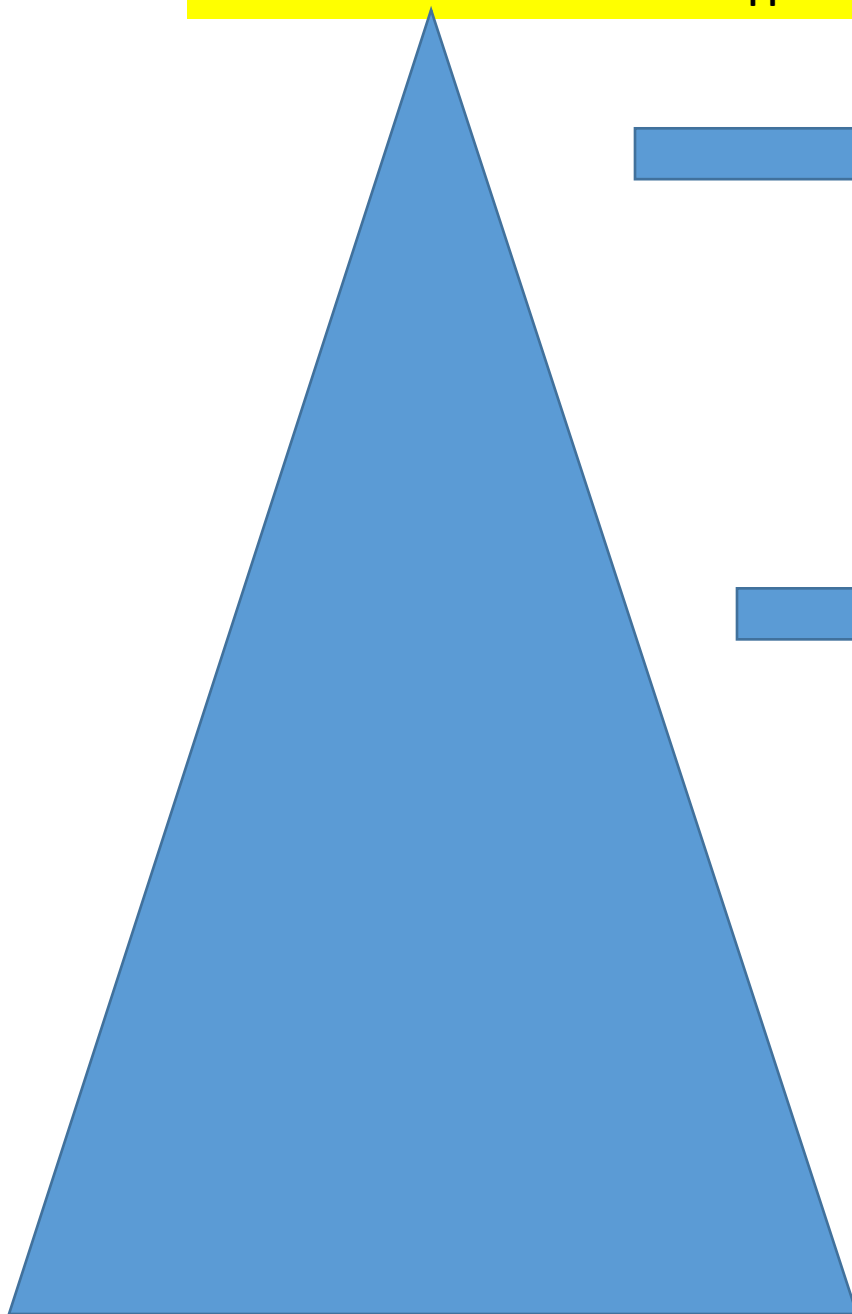


DRAFT- Divisional Plan for Distribution of Support Services



Composition and Description of the Tier Model

Tier 3

- Students who require Individualized plans to address significant transition, academic (Individualized or Modified program designation) or needs physical
- Significant programming supports (all formal meetings must involve the school team: Admin, Counsellor, Resource)
- May include additional supports (Psychologist, SLP, Social Worker/Attendance Officer)
- Severe behavioural concerns (involving Sr. Administration)

Tier 2

- Students whose needs are met within the program.
- Supports may be required for situations that are more individual (i.e. scribe, safety of self or others)
- These students will require special documentation necessary for transition and program planning (maintained in the Support File- potentially an Adapted plan)
- Moderate behavioural concerns (require on-going monitoring of BIP)

Tier 1

- Programming needs are met within academic program. Differentiated Instruction and best practice is the foundation for success for all students
- Minor behavioural challenges managed within the classroom environment. Collaboration with the school team and/or may be accessed for proactive supports

School Plan for Supporting Student Needs

*Site based review of needs will be used to assist with the allocation of funding decisions

Tier 3

Identified Specific Students	Challenges	Supports Required (not-negotiable)
	Plans to address needs	Staff Assigned to support plans

Tier 2

Identified Specific Students	Challenges to consider	Supports Required (not-negotiable)
	Plans to address needs	Staff Assigned to support plans

Tier 1

Identified Specific Students	Challenges to consider	Supports Required (not-negotiable)
	Plans to address needs	Staff Assigned to support plans

Strengths/Program Options

School:

Year:

School Plan/Priorities/Direction

IEPs/AEPs/BIPs (Tier 3)

Challenges not met by program options

PSYC

EAL/ELL (Early Stages)

CFS-Children In Care

SLP

URIS

SW

CTI-

OT/PT/DHOH

AAA Planning

Other

Class Strengths

School:

Teacher:

Class:

Year:

IEPs/AEPs/BIPs (Tier 3)

Special Initiatives/Priorities

Class Challenges

SLP

URIS

Learning Challenges-Students with special assessments or in need of special assessment

CTI-
OT/PT/DHOH

EAL/ELL (Early Stages)

AAA Planning Considerations

Other