

Primary Student Support Services

Regency and Century Park Campuses

Decision Making Process

***From the beginning of the process, all concerns, discussions and interventions to be documented on PowerSchool.***

-Teacher to express concern to parents

-Teacher has a concern

*academic, behavioural, emotional*

-Observation and data collection by LS and classroom teacher (4 weeks)

SST to determine appropriate internal assessments

LS Teacher and co teachers meet with parents to recommend external assessment.

**External assessments should be considered carefully before suggesting to parents.**

LS Teacher and co teachers to inform parents of classroom strategies /support/future goals *in a personal meeting where possible.*

Year level LS teacher and co teachers to inform parents of steps forward. *Personal meeting where possible.*

-Student shows significant improvement, support may be lowered to level 1 or 2 with the goal of eventual exit from learning support services

-Refer to Pre - Referral Intervention Manual

-Document strategies used

-Teacher to continue contact with parents and **inform of referral to SST**

-Concern persists, teacher contacts year level LS teacher to set a meeting with the Student Support Team (SST)

-Complete Student Referral

-Consultation held with SST

-additional strategies generated

**-Student added to the LS register as Level 1**

-Student shows satisfactory improvement, maintain support provided

**Parental consent required for all internal assessments**

- SST to reconvene with all concerned teachers and determine support level. If required, write Learning Support plan.

-Minimal progress noted with LS plan in place

-Student is significantly behind peers

-SST to reconvene to discuss possible external assessments

-Strategies lead to noticeable improvement, no further action required

**If student does not show progress, grows continually behind his/her peers and parents are unwilling to pursue external testing, SST to notify CLT**