State your inquiry questions: *If...then...*

- If a comprehensive continuum of interventions to promote positive student behaviour is highlighted and supported, staff will be better prepared to manage challenging behaviours.

- If staff feel better prepared to manage challenging student behaviours, then there will be an increase in student self-regulation and positive pro-social behaviour.

- If there is an increase in student self-regulation and positive pro-social behaviour, then students will be more actively engaged in learning.
How has the inquiry impacted your board’s practice of:
• “knowing the students” and “students knowing themselves as learners” through an integrated assessment and instruction process
• continuous improvement of IEPs and transition planning?

Over the course of 3 System PLC’s with our Special Education Facilitators, we have co-constructed a resource binder based on the tiered approach and principles inherent in “Learning for All” which highlights knowing your students as a tier one intervention to promote positive behaviour and well-being. This process allowed us to fully ascertain our staff’s working knowledge and understanding of the overarching concepts in Learning for All. What we determined was that while our staff had a good broad understanding of L4All concepts, we now need to forge into a more detailed stage of implementation whereby Board practices and documents are better aligned with school realities (i.e. Revision of section 23 referral practices and the Student Profile to better reflect Board priorities – tiered and strength based approach to supporting pro-social behaviour).

Behaviour IEP’s were a focus during our PLC’s where best practices and exemplars were reviewed and shared among staff. At this time, we were again able to demonstrate the differences in expectations and key strategies when a true tiered approach to behaviour was used. Thorough discussion and debate around the Tiered Approach has provided facilitators with an enhanced understanding of when to write a Student Support Plan vs an IEP and to discern targeted IEP expectations geared to teach pro-social behaviour rather than those that should be universal in nature.

The need for effective formal and informal transition planning was embedded throughout our process as a key strategy toward promoting pro-social behaviour and student well-being and proactively pre-empting challenging behaviour. Since knowing our students is a key component of good transition planning, this goal became implicit in our learnings throughout our PLC’s.
What evidence supports the above outcomes (board level, school level, classroom level)?

Feedback:
Anecdotal feedback – Staff have expressed appreciation for the resource tool provided. They were grateful to receive a comprehensive tool to provide them with the materials necessary to better support school staff in meeting the needs of some of our most at risk students.

Dialogue – Over the course of this school year conversations have changed. Conversations have gone from general to specific in our exploration of Learning for All as it relates to promoting positive student behaviour and well-being. Our tier one practices have been strategically designed to enhance the mental wellness of students and staff and these conversations can be evidenced across committees, departments and panels.

Survey Results:
The preliminary results of our pre and post L4All survey indicate that of the staff surveyed respondents have an increased understanding of universal design for learning (UDL) and differentiated instruction (DI) as well as an increased awareness of and use of a tiered approach. Staff also report an increased knowledge of the continuum of options and supports available at Lakehead Public Schools.
What has changed (in student learning and/or teacher learning)? How do you know?

Resources:
Each school has been provided with a L4All resource manual as well as additional resources to enhance our understanding of our students and to support differentiated instruction.

Process/Structural Changes:
Increased use of full continuum of interventions:
Through the communication and support for the use of a tiered approach, access to central level system resources has clearly become a Tier 2 strategy. Schools and classrooms have taken more responsibility for Tier 1 Universal Strategies and requests for access to system support are consistent and appropriate. This has been and will continue to be supported through professional development opportunities.
Similarly, referrals for system and community behaviour and mental health programs are clearly part of our Tier 3 strategy. We have also made progress in our dialogue around the role of our Student Support Professionals (SSP’s), and in what situations an SSP might be an appropriate tier 3 intervention. Year-end requests for resource support focused on classroom environment and practices for the upcoming year so that more students can be better supported in their classroom without the need for additional human resources suggests that staff have an increased awareness and desire to implement tier one practices such as DI and embrace environmental accommodations we know create calm learning environments. Teachers have demonstrated an interest in supporting student mental health and incorporating a focus on self-regulation into their daily classroom practices.

What new questions have arisen as a result of your project this year?

We know that Mindset is still a potential barrier for successful implementation of our initiatives.
   How do we support resistors?
   How do we support our Special Education Facilitators in supporting their staffs?
We have changed some of our processes dramatically.
   How do we ensure that schools still feel supported through our new processes?
As staff move throughout our system, how do we ensure that new staff receive the professional development needed to promote and continue our L4All project initiatives?
Where do we go next?
   How do we sustain our work to date and expand our process to include a focus on individual student pathways?
Additional Comments

We are thankful for the L4All funding this year and the work this funding has allowed us to pursue. As always, we value the opportunity to connect with our partner boards across the region and look forward to continuing and expanding this work in the 2014 - 2015 school year.

Thank you!