



École  
Discovery  
Trails

# Response to Intervention

**Western School Division**

Created  
September 2025

## What is Response to Intervention?

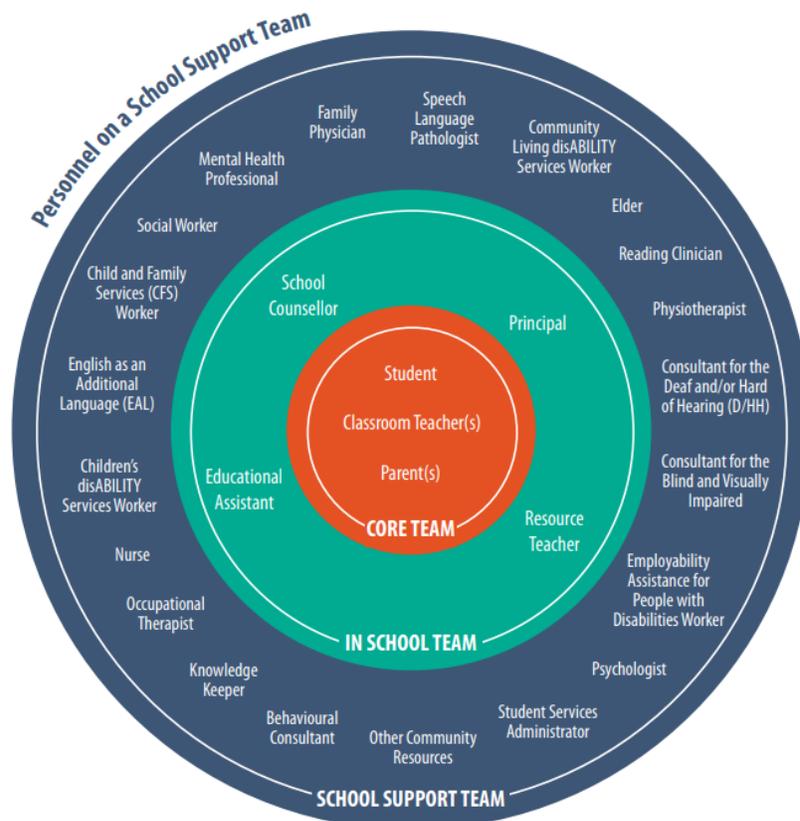
**Response to Intervention (RTI) is a system that:**

- Provides support at multiple levels (tiers)
- Uses data to drive instruction
- Aims for early intervention
- Helps to ensure students receive support at the right time

## Why RTI?

- RTI proactively identifies and supports students struggling with academics and/or behaviours
- Provides early and targeted interventions
- Identifies struggling students early on and gives them the support they need to thrive in school
- Aligns with the philosophy that all children can learn

## School Support Team



## School Support Team

At Ecole Discovery Trails, we recognize that the student, parents/guardians, and classroom teacher form the core team. Using a consultative-collaborative approach, the remainder of the support team will work together to develop and implement effective and inclusive programming.



### Core Team Roles

Student	<ul style="list-style-type: none"><li>• Set goals</li><li>• Seek help when needed</li><li>• Participate fully in learning</li><li>• Be respectful, honest, and caring</li></ul>
Classroom Teacher	<ul style="list-style-type: none"><li>• Provide high-quality, differentiated instruction</li><li>• Monitor and communicate student progress</li><li>• Implement and document interventions</li><li>• Collaborate with other professionals on the RTI team and develop appropriate educational programming</li></ul>
Parent/Guardian	<ul style="list-style-type: none"><li>• Advocate for their child</li><li>• Communicate &amp; collaborate with the school</li><li>• Support learning at home</li></ul>

## In-School Team Roles

School Administrator	<ul style="list-style-type: none"><li>• Act as a leader and facilitator</li><li>• Maintain procedures and timelines</li><li>• Make decisions regarding distribution of resources</li><li>• Collaborate with team to develop appropriate educational programming</li><li>• Support training and professional development opportunities for staff</li></ul>
Resource Teacher	<ul style="list-style-type: none"><li>• Consult and collaborate with classroom teachers to support student learning and behaviour</li><li>• Support teachers in planning and adapting learning opportunities using a strength-based approach</li><li>• Provide interventions through co-teaching, modeling, and direct student support</li><li>• Monitor student progress, assess needs, and coordinate support plans and referrals</li><li>• Create Student-Specific Plans (SSP)</li><li>• Guide, assign, and support Educational Assistants in their roles</li></ul>
Guidance Counsellor	<ul style="list-style-type: none"><li>• Support students with relationships, self-regulation, and coping skills</li><li>• Provide counselling through individual, small group, and classroom sessions</li><li>• Collaborate with staff and participate in team meetings to support student programming</li><li>• Partner with parents to connect students with appropriate supports at school and home</li></ul>
English as an Additional Language (EAL) Teacher	<ul style="list-style-type: none"><li>• Collaborate with classroom teachers to adapt instruction and assist with programming for English language learners</li><li>• Provide targeted language support</li><li>• Share knowledge on cultural and linguistic factors potentially affecting student learning</li></ul>

Educational Assistants	<ul style="list-style-type: none"> <li>• Work under the direction of teachers and administrators to support student learning</li> <li>• Reinforce instructional strategies and programming designed by the classroom or resource teacher</li> <li>• Provide academic, social, and behavioural support to individual students and small groups</li> </ul>
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<b>Support Team Roles</b>	
School Psychologist	<ul style="list-style-type: none"> <li>• Provide support and recommendations for struggling students across various tiers</li> <li>• Support with assessment and intervention strategies</li> <li>• Assist with the development of student programming to support cognitive, behavioural, and social-emotional learning</li> </ul>
Speech and Language Pathologist	<ul style="list-style-type: none"> <li>• Provide support and programming for students with communication challenges</li> <li>• Train educational assistants regarding student programming</li> </ul>
Occupational Therapists and Physiotherapists	<ul style="list-style-type: none"> <li>• Collaborate with school team to provide assessments and programming for individual students that can be carried out in a school setting</li> </ul>

## Response to Intervention Tier Supports

### ACADEMIC

### BEHAVIOUR

- Extensive Planning
- Team Meetings
- Community Services
- Student-Specific Plan (SSP)
- Modified & Individualized Programming

- Specialized
- Individualized
- Systems for Students with High-Risk

## Tier 3

INTENSIVE

- Early Academic Intervention
- Further Assessments/  
Diagnostics
- Adapted Education Plan
- Resource Referral
- Team Meetings

- Specialized Group
- Systems for Students with At-Risk Behaviour

## Tier 2

TARGETED

- Research-Based Instruction/UDL/  
Differentiation
- Ongoing Formative Assessments &  
Triangulation
- Whole Class/  
Small Group/  
Individual Instruction
- Core Team

- Social-Emotional Learning
- Inclusive Practices
- Preventative & Proactive

## Tier 1

UNIVERSAL

## **MISSION STATEMENT**

At École Discovery Trails, we nurture curiosity, empathy, and lifelong learning in a diverse and inclusive environment.

Through collaboration, creativity, and respect, we guide students on a journey of academic and personal growth, empowering them to become responsible global citizens who honor our shared history and embrace new possibilities.