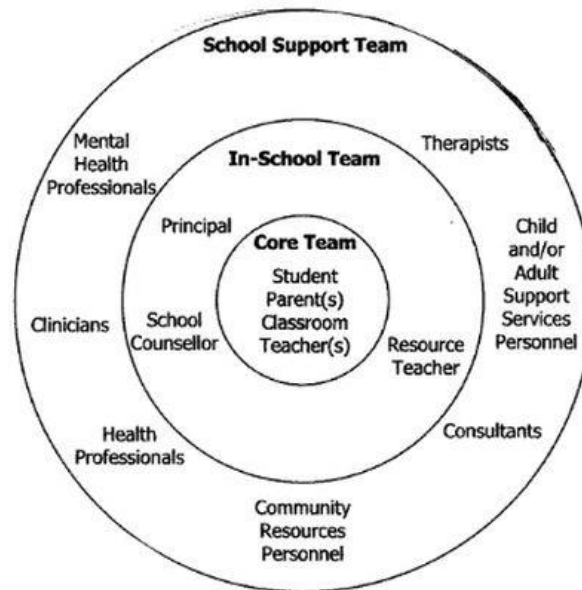


## **Minnewasta Response to Intervention**

At the heart of our program we recognize that the student, parent, 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.



Adapted from Manitoba Education. Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs).

Retrieved from [http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student\\_specific\\_planning.pdf](http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student_specific_planning.pdf)

### **Core Team Member Roles:**

#### **Student**

- Participate and work to the best of their ability
- Ask for help when needed
- Set goals and work to achieve them
- Be respectful, caring, and responsible citizens
- Participate in sharing personal goals and progress

#### **Parent/Guardian**

- Support and advocate for their child
- Participate in development of programming for their child
- Communicate and work as a team with the school

### Classroom Teacher

- Through differentiated instruction and universal design for learning, work to meet the needs of all students, keeping their strengths in mind
- Collaborate and consult with team to develop appropriate student programming
- Implement student support plans as needed
- Document, monitor, and communicate student progress
- Complete formal and informal assessments on an ongoing basis

### **In School Team Roles:**

#### Resource Teacher

- Support and assist the classroom teacher in planning & developing appropriate learning opportunities for all students utilizing a strength based approach
- Provide short-term intervention sessions through various means such as co-teaching and modelling lessons
- Observe and assess student(s) both formally and informally
- Monitor the implementation of student support plans, progress and manage the sharing of important information
- Consult and complete referrals to support services, both within the division and community
- Assist with the assignment & coordination of EA timetables, orient & train EAs

#### School Administrator

- Provide leadership and direction for the school team
- Develop and maintain effective and inclusive educational programs within the school
- Collaborate and consult with team to develop appropriate student programming academically and behaviourally
- Collaborate with the division on the hiring and orienting of professional and support staff within the school
- In consultation with resource team, assign & coordinate EA timetables

#### Guidance Counsellor

- Work with students in areas such as developing positive relationships, self-regulation & coping strategies, family relationships
- May include individual counselling, working with small groups of students, and whole class visits
- Collaborate with school team to assist in student programming and problem solving
- Participate in team meetings
- Work with parents to provide supports for home

### Educational Assistants

- Work under the direction of the teacher, resource teacher, and administrator
- Reinforce the programming implemented by the classroom teacher, resource teacher and/or other professional staff
- Provide support to individual students or groups of students

### **School Support Team Roles:**

#### English as Additional Language Teacher

- Communicate and collaborate with school team
- Assess new EAL students as needed
- Assist with programming and inclusion for newcomers

#### School Psychologist

- Provide consultation and support to schools regarding students' learning and behavioural needs
- Provide recommendations and strategies to support cognitive, behavioural, or social-emotional functioning
- Assist with the development of student programming

#### Speech-Language Pathologist

- Assist the school team in providing for students' needs in the areas of expressive and receptive language, articulation, stuttering, and non-verbal communication
- Assist with the development of student programming
- Train and supervise educational assistants in regards to programming

#### Occupational and Physical Therapists

- Collaborate with school team to provide programming for individual students that can be done in the school setting

#### Community Services

- Other outside services are available and may be requested as needed (e.g. Pathways, Manitoba Adolescent Treatment Centre, Children's disABILITY Services, St. Amant Centre, Big Brother's Big Sister's, How Does Your Engine Run)

## Programming Supports

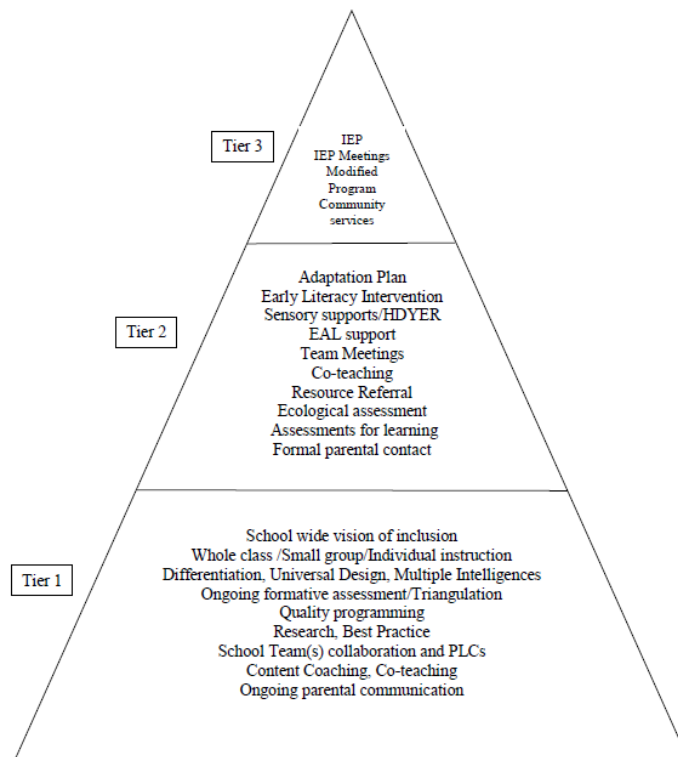
### Entry/Transition Plan

Transitioning to a new school or classroom can be an anxious and overwhelming process for both children and their families. To support students and families through these transitions the school team, along with the family will collaborate to share information and explore options to ease and facilitate a smooth transition. After student information is gathered and numerous aspects are considered, the school team will make a decision surrounding a student's placement and programming. Intake or transition meetings may occur during which parents/guardians may be asked to share information about their child. We may utilize the forms and templates from the Manitoba Protocol for Early Childhood Transition to School for Children with Additional Support Needs available online at:

[http://www.gov.mb.ca/healthychild/publications/protocol\\_early\\_childhood\\_transition.pdf](http://www.gov.mb.ca/healthychild/publications/protocol_early_childhood_transition.pdf).

The school team will consider classroom profiles and available programming supports to help determine the best possible classroom given an age appropriate placement.

### Academic Response to Intervention



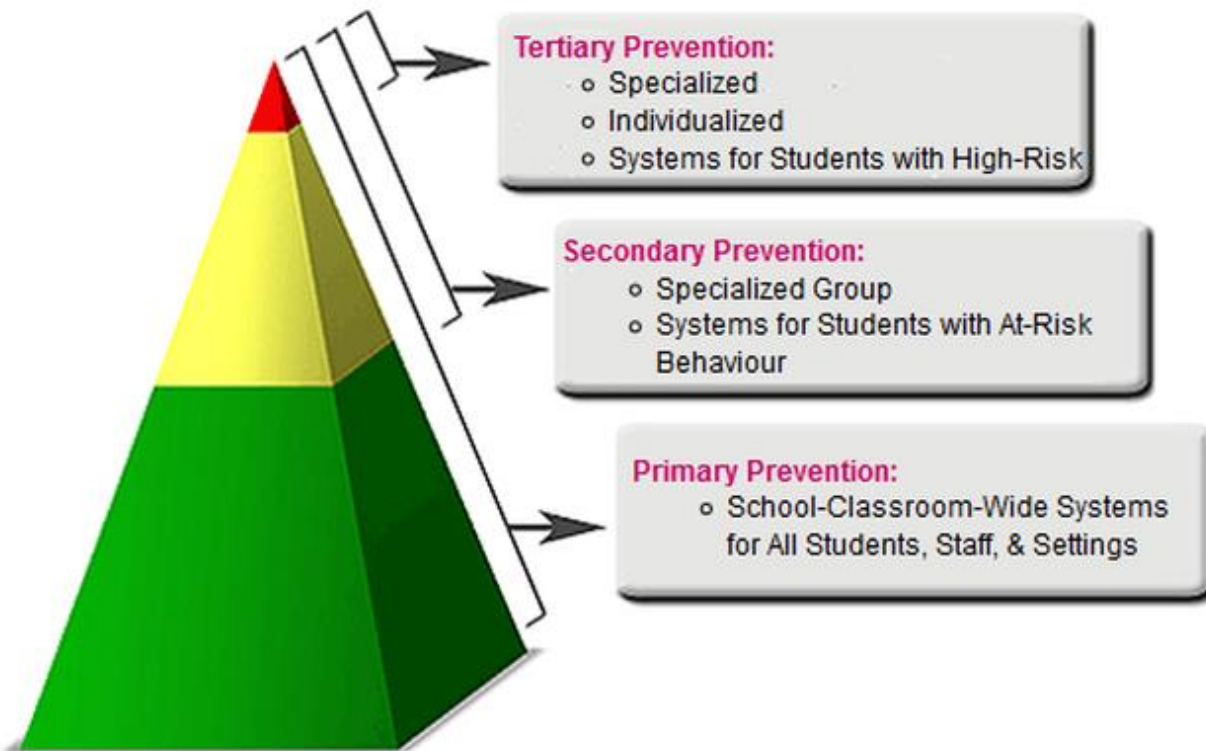
**Tier 1 Supports** – [UDL](#), [Multiple Intelligences](#), Success for All Learners

**Tier 2 Supports** – [EAL Resources](#), [Resource Referral](#), Adaptation Profile, Sensory Supports

**Tier 3 Supports** – Individual Education Plan

## **Behavioural Support Process**

Our school utilizes the Positive Behaviour Support model as recommended by Manitoba Training and Education. At each level, school teams collaborate and develop plans as needed to help all students be caring and respectful members of our school community.



Retrieved from <http://www.edu.gov.mb.ca/k12/specedu/programming/behaviour.html>  
All Tiers - [http://www.edu.gov.mb.ca/k12/specedu/behaviour/behaviour\\_document.pdf](http://www.edu.gov.mb.ca/k12/specedu/behaviour/behaviour_document.pdf)

**Tier 1 Supports** – [PBIS World \(Tier 1\)](#), [Zones of Regulation](#)

**Tier 2 Supports** – [PBIS World \(Tier 2\)](#), Restitution, Regulation room & Therapy gym

**Tier 3 Supports** – [PBIS World \(Tier 3\)](#), [Safe & Caring Schools](#), Functional Behaviour Assessment & Behaviour Intervention Plan

## **Professional Supports**

To support ongoing collaboration and communication between various teams the following processes will be built into schedules on a regular basis:

- Professional Learning Community meetings
- Class Review & School Profiling
  - [Class Profile Template](#)
- In-School Support Team meetings
- Divisional Support Team meetings