

RESPONSE TO INTERVENTION



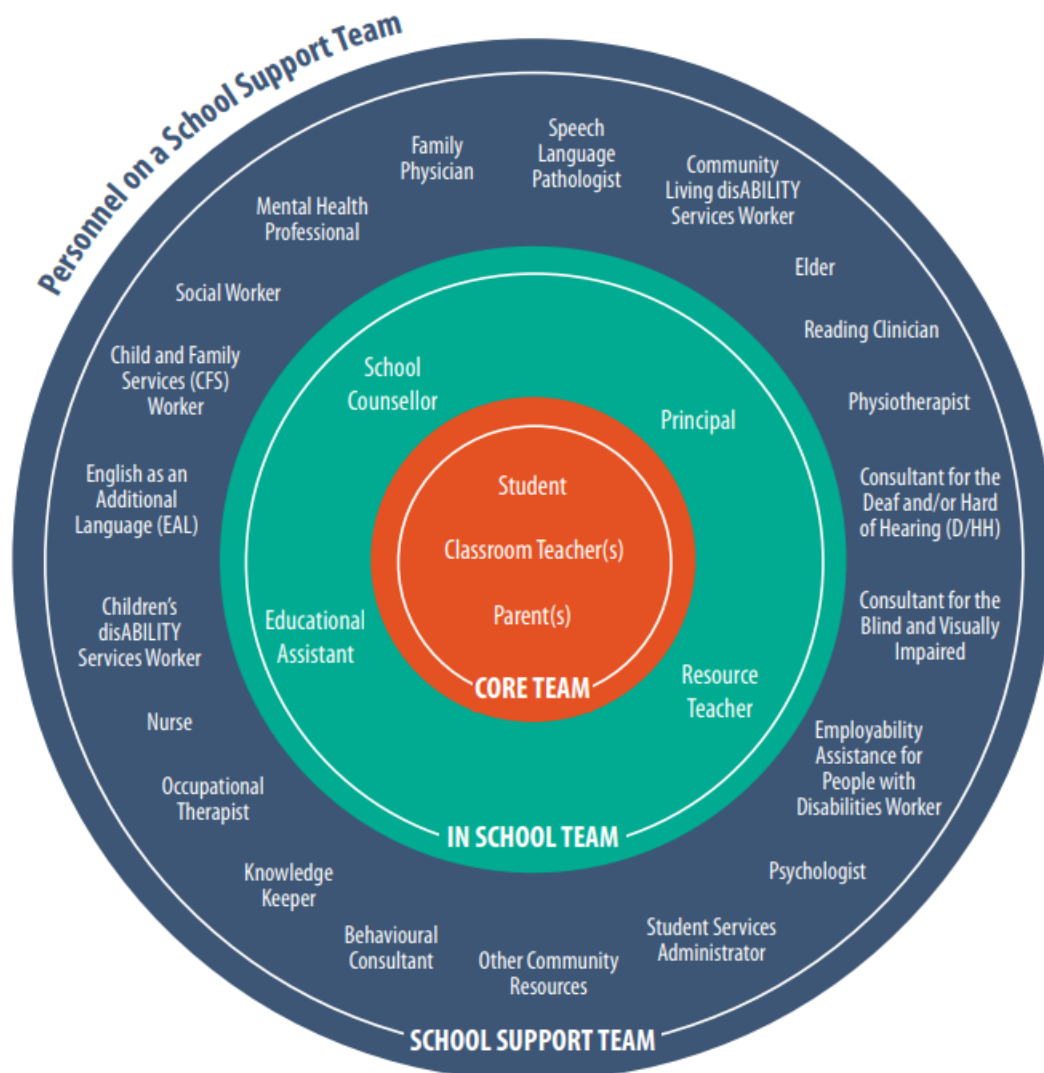
Western School Division

REVISED SEPTEMBER 2022

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.

School Support Team



Retrieved from: https://www.edu.gov.mb.ca/k12/specedu/aep/pdf/standards_for_student_services.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 the development of programming for their child
- Communicate and work together with the school team

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 the 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

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

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

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

English as Additional Language Teacher

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

Literacy & Numeracy Support Teacher

- Support student learning through direct support and intervention
- Responding to individual student strengths and challenges for improved achievement

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

Support Team Roles

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 regarding student 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, etc.)

Entry/Transition Plan

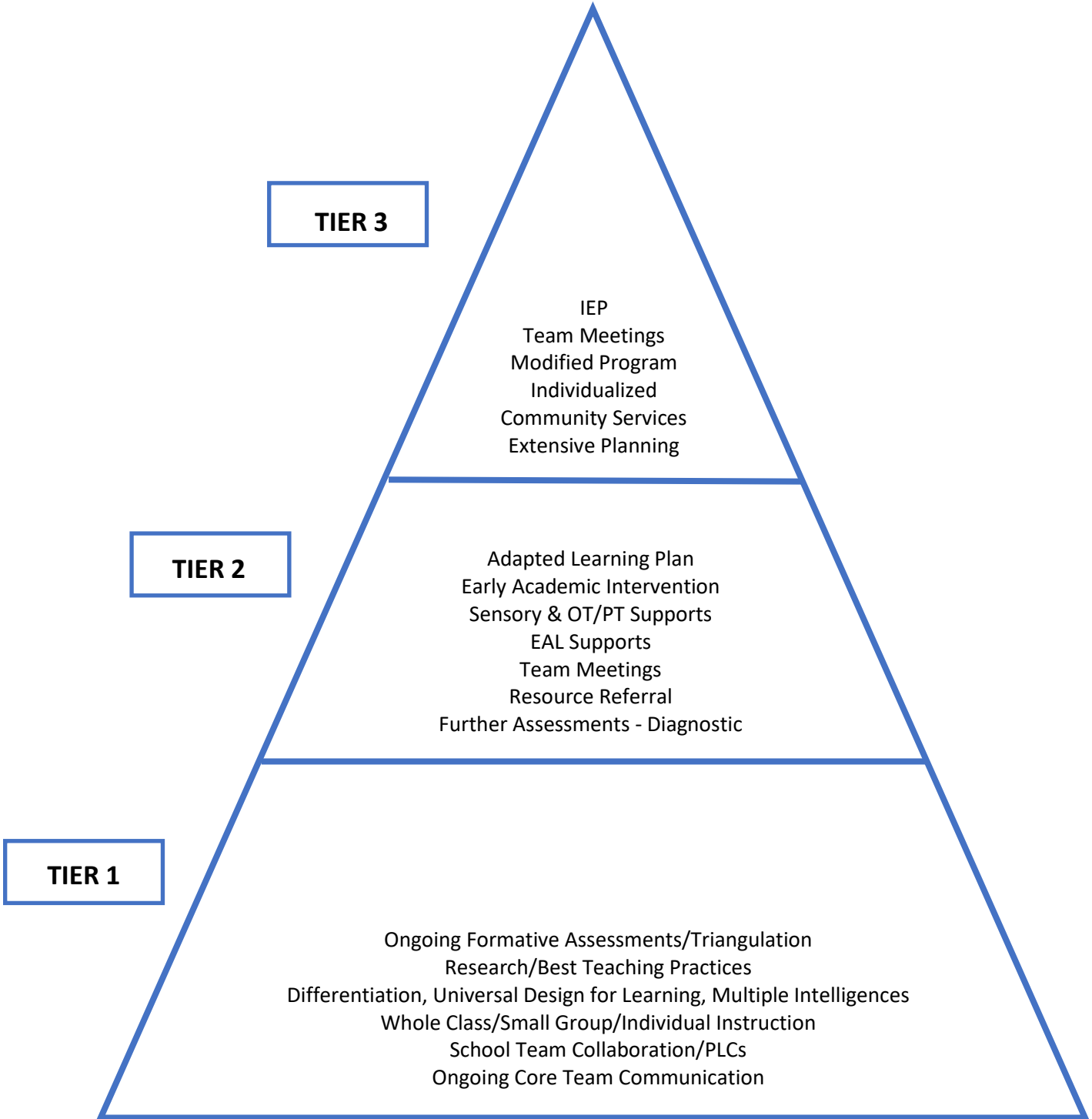
Transitioning to a new school or classroom can be an anxious and overwhelming process for both children and their families. To support students and families through these transitions the school team, along with the family will collaborate to share information and explore options to ease and facilitate a smooth transition. After student information is gathered and numerous aspects are considered, the school team will make a decision regarding 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:

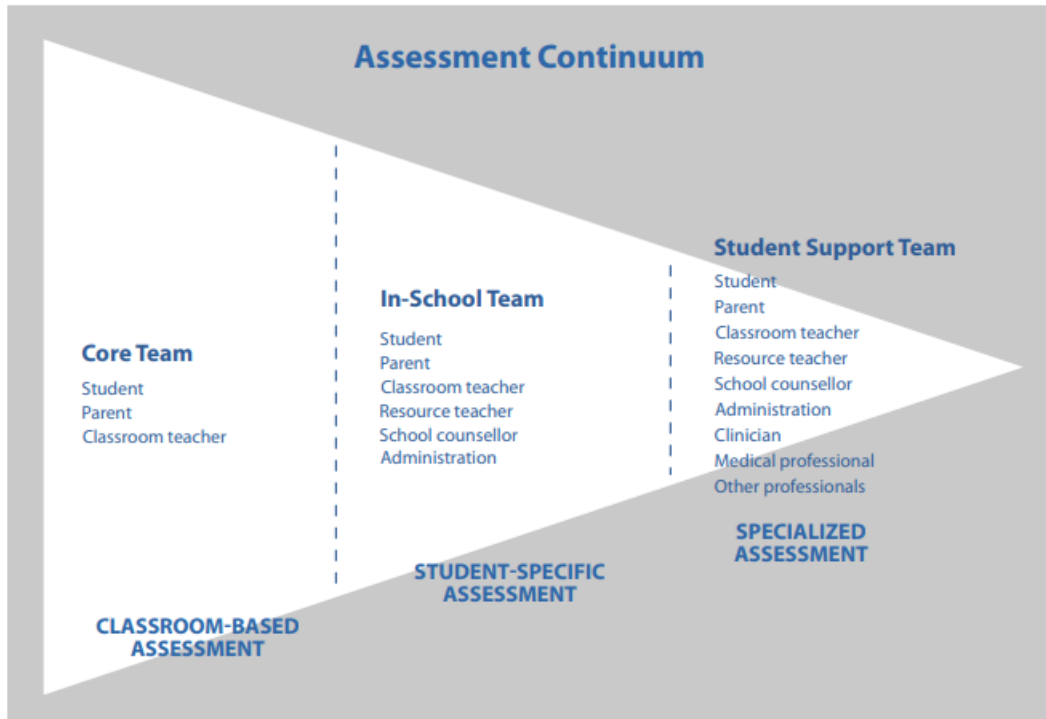
https://www.gov.mb.ca/healthychild/publications/protocol_early_childhood_transition.pdf

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



Collecting Data & Conducting Assessments



Retrieved from: https://www.edu.gov.mb.ca/k12/specedu/res_teacher/pdf/sis_resource_teachers_mb_schools.pdf

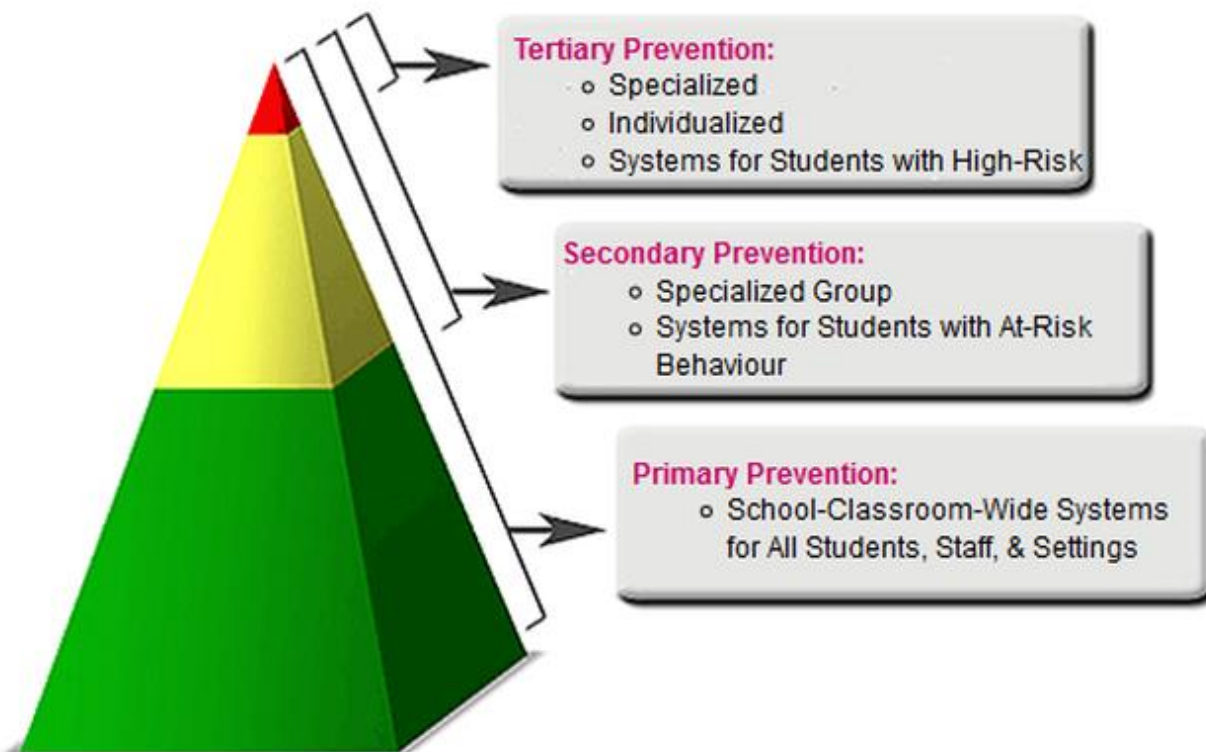
Classroom-Based Assessment & Supports – Informal & formal formative and summative assessments, Universal Design for Learning, differentiated instruction and adaptations, multiple intelligences

Student-Specific Assessment & Supports – Resource referral, adaptation plans, analyzing & collecting data, further assessments, observations, and conversations

Specialized Assessment & Supports – Referrals to clinicians for further assessments & support, developing & implementing individual education plans

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: <https://www.edu.gov.mb.ca/k12/specedu/programming/behaviour.html>

Behavioural Support Websites

- [Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms](#)
- [Positive Behavioral Interventions and Supports](#)
- [PBIS World – \(Tier 1\), \(Tier 2\), \(Tier 3\)](#)

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