

What is Response To Intervention: (RTI)?

The Intervention Team (RTI) provides collaboration, interventions, resources, and information to general classroom teachers and parents in order to support students who are experiencing learning, social/emotional, and/or behavioral difficulties.

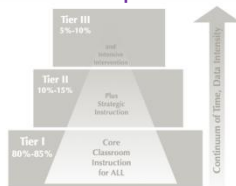
RTI Intervention Team are designed to help individual or groups of students when they first show signs of having difficulties. Students may be struggling to read at grade level, understand a particular subject, complete assignments on time, stay out of conflicts, remain focused, and/or attend school regularly.

The RTI Intervention Team allows colleagues to brainstorm ideas and solutions that they may otherwise have overlooked on helping students achieve in their general education classrooms.

Who is on the team?

The RTI Intervention consists of a group of professionals with experience and interest in supporting student success.

The personnel on a RTI may vary according to the particular needs of the student. The school's core team consists of the classroom teacher, counselor, resource teachers, and administration and also includes the divisional, psychologist, and speech- language pathologist. In addition, parents and other school and divisional support staff may be invited to attend student specific team meeting



How does it Work?

The goal of the RTI aligns with our mission statement, *“The students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school and is supported by the community.”*

Referrals for the RTI typically occur when a child is continuing to struggle despite interventions put in place by teachers and parents.

When a student is referred to the RTI, team members use a collaborative process to discuss the student's strengths, abilities, and needs in order to identify academic and/or behavioral interventions and supports that the teacher may implement in the general classroom to help the student achieve.

The RTI process is data driven. RTI Intervention Team members:

- * Consider the evidence collected by the classroom teacher (student work samples, benchmarks, etc.).
- * Review student cumulative files and attendance records.
- * Collect additional student performance information if necessary through observation.
- * Contact parents to obtain additional background information.
- * Design and implement a plan that includes progress monitoring.
- * Evaluate the effectiveness of the intervention on student success.

- * Design another intervention or alter the current one if desired change is not seen.
- * May recommend additional testing only after adaptations and suggestions have not proven to be successful.

What is my role as a parent in the RTI process?

Your knowledge of your child's strengths, interests, health, past history, etc., can be very valuable for the RTI team to develop an effective program for your child.

Before a student is referred for a formal assessment:

Tier 1

- * The student has had access to a rigorous, grade level curriculum.
- * The student has been given additional time and differentiated support during Tier I instruction.
- * The student's response to instruction has been frequently monitored and the information was used to make timely adjustments.

Tier 2

- * The student has been identified for supplemental time and support in a timely manner.
- * The student's specific learning needs have been successfully identified.

- * The causes of the student's difficulties, both academic and behavioural, have been successfully identified and supports provided.
- * The student's specific learning needs have been identified and evidence-based interventions have been utilized to address these needs.
- * The student's response to intervention has been frequently monitored and this information has been used to make timely adjustments.

Tier 3

- * The student has been identified for needing intensive time and support in a timely manner.
- * A quality problem-solving process, involving the input of all of the school's expertise, was used to better identify the child's specific learning needs and the cause(s) of the student's difficulties, considering both academic and behavioural causes.
- * Evidence-based interventions have been used to address the student's specific learning needs.
- * The student's response to instruction has been frequently monitored and the information has been used to make timely adjustments.
- * There are no other interventions or supports that can or should be tried before referring for a formal evaluation.
- * There is unanimous consensus from the team that a referral for formal evaluation is defensible, necessary, and appropriate.

**CONTACT YOUR
LOCAL SCHOOL**

Killarney School – 204-523-4696

Terry Beazley – Principal
David Riley – Guidance Counsellor
Terry Simpson – Resource Teacher
Lisa Blixhavn – Resource Teacher
April Millan – Resource Teacher

Boissevain School – 204-534-2494

Stephanie Emberly – Principal
Holly Laing – Guidance Counsellor
Krista Clyne – Resource Teacher
Sonia Stewart – Resource Teacher
Pam McMillan – Resource Teacher

Minto School – 204-776-2041

Landon White – Principal
Erica Kaufman – Resource Teacher

Can Am Colony School – 204-776-2151

Sheri Haney – Principal
Erica Kaufman – Resource Teacher

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Maureen King – Principal
Erica Kaufman – Resource Teacher

Mayfair Colony School – 204-523-8768

Pam Skeoch – Principal
Erica Kaufman – Resource Teacher

Wellwood Colony School – 204-776-2344

Tanice Gudnason – Principal
Erica Kaufman – Resource Teacher

Student Services Centre

Grant Wiesner – Asst. Superintendent of Student Services

Jessica Boutilier – Psychologist

Corrie Wiesner – SLP

Kate Forbes – SLP



**RESPONSE TO
INTERVENTION
(RTI)**

**Intervention
Team**

**A General Education Approach to
Supporting Student Success**

**Turtle Mountain
School Division**

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