


CRPS Continuum of Supports

Classroom Instruction	Classroom Targeted Intervention	School Targeted Interventions	School Intensive Interventions
<p>Quality instruction and effective assessment practices as defined by the TQS, TEF, and SVIE for ALL students</p> <p>Seek to understand ALL students and respond to their individual learning needs through differentiation.</p>	<p>Targeted instruction and interventions by the classroom teacher for ALL students based on data and evidence that results in further differentiation.</p> <p>Teachers collaborate to share strategies, and interventions are provided for students within the classroom.</p>	<p>Targeted interventions and supports delivered to SOME students which are coordinated and delivered within the school.</p> <p>Interventions involve school personnel in addition to the classroom teacher.</p> <p>Support from specialists or teams for individuals and small groups to address areas for targeted intervention.</p> <p>The Learning Support Team is accessed and helps determine, implement and support interventions at this level.</p>	<p>Specialized interventions for SPECIFIC students.</p> <p>Implementation of intensive supports both inside and outside of the classroom as determined by a multidisciplinary team or other community support agencies.</p> <p>Specialized individuals and agencies will be accessed by the Learning Support Team through a formal referral process and specialized assessments may be required.</p>
			
Universal	Targeted	Individual/Specialized	
<p>Academic</p> <ul style="list-style-type: none"> Advocate for students with diverse needs Review digital Student Records and hard copy files Collaborative Teams Meetings e.g. LAST, PLN, RTI Identification of students who need 	<p>Academic</p> <ul style="list-style-type: none"> Identification of students who need additional targeted support and who may be considered for school targeted interventions Collaboration with other staff to support classroom instruction and intervention. Collaborative Teams Meetings e.g. LAST, 	<p>Academic</p> <ul style="list-style-type: none"> Learning Support Team engagement required Parent involvement and voice within collaborative team planning Learning Support Teacher access for: <ul style="list-style-type: none"> Providing teacher strategies beyond their scope of expertise e.g. ADHD, LD, ASD 	<p>Academic</p> <ul style="list-style-type: none"> Learning Support Team engagement with specialized personnel IPP, PBSP, ICP development, revision and monitoring for severe and complex students Coordinated services planning with all organizations and agencies that support complex students. Support students with disabilities to

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<p>additional support</p> <ul style="list-style-type: none"> • Differentiated instruction and assessment • Application of foundational knowledge about First Nations, Métis and Inuit peoples for the benefit of all students • Learning Support Teacher access for: <ul style="list-style-type: none"> ○ Coaching ○ Classroom observations ○ Resources ○ Student Workshops ○ Staff professional learning • Review and implementation of existing Individual Program Plans • Review Individual Care Plans • Awareness of medical needs of students and supports available • Parent Communication and Engagement • Assistive Technology for universal access e.g. speech to text, text to speech, audio accommodations • OT/PT/SLP Universal Classroom Supports • Experiential Learning e.g. outdoor learning center, land-based learning, gardens • Literacy and Numeracy strategies <p>Assessment:</p> <ul style="list-style-type: none"> • Classroom Teacher Developed Assessments • Early Learning Screening: School Readiness • Math, Reading and ELL screening and 	<p>PLN, RTI</p> <ul style="list-style-type: none"> • Further differentiation: Classroom instruction and programming aligned with student need and ability <ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ ELL supports ○ Modified / K&E • Extended use of Assistive Technology • Support and recommendations for student course selection • Learning Support Teacher access for: <ul style="list-style-type: none"> ○ Transition meetings ○ Coaching to support Universal Design for Learning (UDL) ○ Classroom supports and targeted interventions ○ Targeted Staff Professional Learning <p>Assessment</p> <ul style="list-style-type: none"> • Use of data from the following assessments for targeted classroom programming: <ul style="list-style-type: none"> ○ Classroom Teacher Developed Assessments ○ Early Learning Screening: School Readiness ○ Math, Reading and ELL screening and benchmarks 	<ul style="list-style-type: none"> ○ Administering Specialized Assessments ○ Coordinating and facilitating of meetings for targeted support <ul style="list-style-type: none"> • Educational Assistant targeted support • IPP review and/or revision • Potential IPP development • Creation of Individual Care Plan (ICP) for students with serious or life-threatening medical conditions • Specialist and coordinated services involvement with specific students and at Intervention team meetings • Specialized Professional Learning and Training • Rigorous Literacy and Numeracy Interventions • Specialized Assistive Technology • Specialized classroom observations and support for individuals: adaptation and /or modification of curriculum • Success in School Plans • Formal transition planning for students with significant needs • Attendance interventions • Consultation and intervention support from SLP/OT/PT and ELL as needed <p>Assessment</p> <ul style="list-style-type: none"> • Specialized assessment e.g. Level B 	<p>transition into adult life</p> <ul style="list-style-type: none"> ○ Access AISH, PDD, and Guardianship ○ <i>Making Action Plans</i> (MAPs) process to support transitions <ul style="list-style-type: none"> • Low Incidence Disabilities Support • Intensive therapy from SLP/OT/PT • Advocate and help families navigate external supports and services • Educational Assistant support for students with significant needs • Specialized training and professional learning for supporting students with significant needs • Psychologist: consultation, assessment • Modified or Functional Programming <p>Assessment</p> <ul style="list-style-type: none"> • Specialized assessment e.g. Level C <p>Student Wellness (Social/Emotional/Behavioural)</p> <ul style="list-style-type: none"> • Counselling support for students • Intensive support <ul style="list-style-type: none"> ○ Trauma informed practice ○ MANDTsystem® ○ Crisis Support and VTRA to ensure safety for specific students • C.O.P.E. (Community Outreach of Pediatrics and Psychiatry in Education) • Interagency access outside supports for social/ emotional/behavioural needs beyond the scope of the divisional team.
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<p>benchmarks</p> <p>Student Wellness (Social/Emotional/Behavioural)</p> <ul style="list-style-type: none"> • Mental Health Capacity Building support (i.e.. Right From the Start) • Social Emotional Programming • Social Skills • Self- Regulation • Review and implementation of existing positive behaviour support plans (PBSP) • Access School Counsellor preventative programming for classroom instruction 	<p>Student Wellness (Social/Emotional/Behavioural)</p> <ul style="list-style-type: none"> • Increased levels of support: <ul style="list-style-type: none"> ○ Mental Health Capacity Building (i.e. Right From the Start) ○ Social Emotional Programming ○ Social Skills ○ Self- Regulation ○ Review and implementation of existing positive behaviour support plans (PBSP) • Access School Counsellor preventative programming for classroom instruction 	<p>Student Wellness (Social/Emotional/Behavioural)</p> <ul style="list-style-type: none"> • Development and/or revision of PBSPs • Counselling support for students • Targetted support <ul style="list-style-type: none"> ○ Trauma informed practice ○ MANDTsystem® ○ Crisis Support and VTRA to ensure safety for specific students • Access School Counsellors preventative programming for small group instruction 	
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*[MANDsystem](#)® Training Foundation, December 11, 2019.