

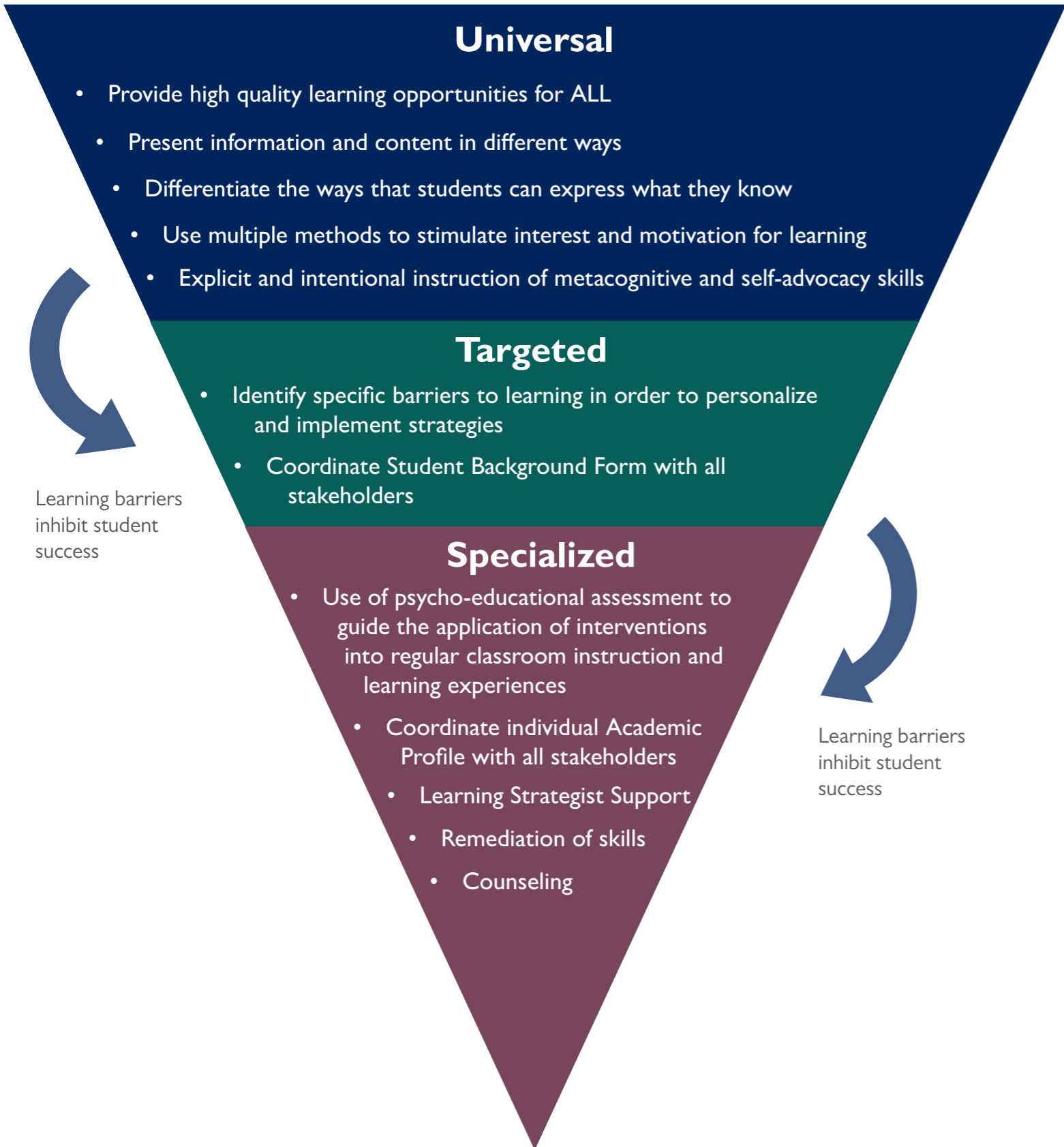
Model of Learning Support



STRATHCONA-TWEEDSMUIR SCHOOL

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At STS, we recognize diversity in learning and we work collaboratively with all stakeholders* to implement resources and strategies to support all students in reaching their personal potential. All stakeholders are responsible to act as student advocates. The following model outlines the progression of collaborative learning support.



COLLABORATIVE PROCESSES

Universal

- Classroom teacher provides purposeful instruction and strategies for all students, individualizing as needed.
- Classroom teacher documents strategies, interventions, and student progress.
- Classroom teacher consults with Learning Strategist and specialist teachers for further background information and effective strategies.
- Advisor/classroom teacher contacts parents with any concerns.

Targeted

- Faculty or parent refers student to Student Services.
- Learning Strategist initiates Student Background Form (SBF), including Action Plan, with input from all stakeholders.
- Faculty updates and maintains SBF throughout the year.
- Advisor/classroom teacher maintains communication with parents.

Specialized

- Learning Strategist liaises assessment with psychologist and facilitates communication with parents and faculty.
- Learning Strategist, with input from all stakeholders, develops and maintains the Academic Profile.

*Stakeholders include students, parents, classroom and specialist teachers, Student Services and administration.