Model of Learning Support





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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.

Universal

- Provide high quality learning opportunities for ALL
- Present information and content in different ways
- Differentiate the ways that students can express what they know
- Use multiple methods to stimulate interest and motivation for learning
 - Explicit and intentional instruction of metacognitive and self-advocacy skills

Targeted

- Identify specific barriers to learning in order to personalize and implement strategies
- Coordinate Student Background Form with all stakeholders

Learning barriers inhibit student success

Specialized

- Use of psycho-educational assessment to guide the application of interventions into regular classroom instruction and learning experiences
 - Coordinate individual Academic Profile with all stakeholders
 - Learning Strategist Support
 - Remediation of skills
 - Counseling

Learning barriers inhibit student success

COLLABORATIVE PROCESSES

Universal

- students, individualizing as needed.
- progress.
- Classroom teacher consults with Learning Strategist and specialist
- Advisor/classroom teacher contacts parents with any concerns.

Targeted

- Faculty or parent refers student to Student Services.
- Action Plan, with input from all stakeholders.
- Faculty updates and maintains SBF throughout the year.
- Advisor/classroom teacher maintains communication with parents.

Specialized

- 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.

• Classroom teacher provides purposeful instruction and strategies for all

• Classroom teacher documents strategies, interventions, and student

teachers for further background information and effective strategies.

• Learning Strategist initiates Student Background Form (SBF), including

• Learning Strategist liaises assessment with psychologist and facilitates