

School Wide Strategies to Address Learning Needs

The following Systems are in place and are pro-active:

Class List meetings (June)	Assists with transition from teacher to teacher. Individual strengths and needs discussed
Transition Meetings (September)	Opportunity for parents/students/ teachers to discuss needs/strengths
Familiarization with students through pupil files (September)	Classroom Teachers and Resource Teachers become more familiar with student needs through pupil file
Resource Teacher meets with teachers to go over APs and SSPs (September)	Resource Teachers and Classroom Teachers meet to discuss/plan for students who have been already identified as having special learning needs; documentation is reviewed
Differentiated Instruction/ Classroom Management	Teachers plan and manage with student needs in mind
On-going Formative Assessment	Assessment is on-going and reflective and students are part of that process
Re-teaching, Intervention, Focus on Essential learning Outcomes	Instruction is driven by results of formative assessment and adjusted accordingly
Teacher-Student conversations	Teachers touch base with student on a regular basis to ask the student what they need or what they feel is getting in the way of learning
Teaching Teams meet to reflect on student progress	Teachers meet to discuss student progress and to address concerns
Teacher/Student/Parent communication when learning is not happening or when there are difficulties interfering with learning	Email, phone calls, in-person meetings
Resource Teacher Involvement	Resource teacher, together with classroom teacher, parents and student, do a student profile which looks at background information , strengths, needs, possible factors affecting learning
Divisional Supports	Clinicians and Student Services Specialist are consulted when difficulties are apparent. A formal referral process is in place.
Partnership with outside supports	Consultants, Mental Health, Department of Education, etc.
Adaptation Profile	An adaption profile is a written form which identifies necessary and deliberate adaptations for the student to be able to meet grade level outcomes
Modifications/SSP/IBP	Student has some modifications in some or all of the subject/domains; An SSP/IBP addresses significant factors affecting learning
Individualized Program	Program is highly individualized with very exceptional needs and student is not working toward grade level outcomes

Student learning needs are addressed through the pro-active systems in place which are described above. If a student is still having difficulty learning, the following is also in place:

Step 1

- Teacher and Student meet to identify what is working and what is not working. Strategies are discussed
- Teacher and Student make plan to address identified challenges and strategies are put into place
- Phone call to parent/guardian
- Continue monitoring

Step 2

If step 1 was not sufficient:

- Further communication with parent/guardian
- Involvement of support team as needed/identified (Teacher, Parent/Guardian, School Administration, Home-School Support Worker, Guidance, Resource)
- Additional strategies identified and implemented
- Continue monitoring

Step 3

If plan is still not sufficient:

- Meeting with parent/guardian and school team to reassess and discuss plan/strategies
- Discuss involvement of Divisional support and support from outside agencies (Psychologist, Speech/Language, Mental Health, Family Doctor, etc.)
- After new data from Divisional support/outside agency support, review and revise plan

Regular team meetings to monitor, review, and revise plan