

School Report

26 SEPTEMBER 2018

Learning Support Services at Sacred Heart

- Tara McBride (Learning Support Facilitator)
 - works collaboratively within the Response to Intervention (Rtl) framework.
 - acts as a key member of the School Intervention Team (SIT) to assist with all elements leading to furthering learning opportunities for all students in the school.
 - works in collaboration with classroom teachers to create IPPs (Individual Program Plans)

- Francine Lefebvre (Family School Liaison Worker)
 - works collaboratively within the Response to Intervention (Rtl) framework.
 - provides support for students, family and school by facilitating connections within the community.

- Natalie Bear (English as a Second Language and Indigenous Student Support)
 - works collaboratively within the Response to Intervention (Rtl) framework
 - provides support for English Language Learners
 - provides support for our Indigenous students by facilitating cultural connections within our community

Rtl at Sacred Heart School

- Currently all students at SHS have access to intervention time in the form of SALT (Sacred Heart Academic Learning Time) which is a 40 minute block of time in the morning
- Days 1, 3 and 5 in period 2 for elementary students
- Days 2, 4 and 6 in period 2 for junior high students
- In junior high, this time can be both chosen by the student or directed by a teacher; sessions can be enrichment or remedial

PLCs at Sacred Heart School

- Professional Learning Communities allow teachers to engage in discussions with colleagues in an ongoing exploration of the following three questions:
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?
- Currently in junior high, subject area teachers are able to collaborate once every week or week and a half; scheduled during period 2 on days 3 and 5
- PLCs go hand in hand with Rtl

Both Rtl and PLCs are crucial for supporting our students both academically and behaviourally.