

Getting Support at 64GO

Purpose

This document outlines how families can access learning supports at 64GO. It shows where to start, what happens when concerns arise, and how additional supports are accessed.

1. Ongoing Communication & Evidence of Learning

What this looks like:

- Regular, two-way communication between families and teachers.
- Shared focus on academic, social-emotional, and physical well-being.
- Ongoing evidence of learning (coursework, observations, check-ins) used for feedback, reflection, and next steps.
- Families and teachers collaborate early when questions or concerns arise.

➡ **If communication is consistent and learning is progressing:** continue with online classroom programming and feedback cycles.

2. When Communication Breaks Down

If communication drops or learning engagement decreases:

- Teachers make multiple attempts to reconnect using established channels.
- Families are encouraged to respond using school-approved communication tools.
- If a family cannot reach the teacher, contact the school principal, who will support re-establishing communication.

3. Technology & Accessing Digital Learning Tools

Common concerns:

- Brightspace navigation
- Login or email access
- Difficulty submitting or viewing work

Support pathway:

- Families contact the classroom teacher first.
- Teachers support troubleshooting internally or route the concern appropriately.
- Teachers ensure parent/guardian contact information (email and phone) is current so the school can reach families if needed.

➡ **If resolved:** return to regular participation.

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4. Supports & Universal Adaptations

Teachers are highly responsive to learner needs and can adapt most tasks using universal supports, including:

- Reduced task length or complexity
- Extended timelines or flexible deadlines
- Chunking learning into smaller, manageable steps
- Alternate ways to demonstrate learning (oral, visual, audio, hands-on)
- Recorded lessons or demonstrations for repeated viewing
- Visual schedules and clear routines
- Choice in topics, formats, or tools
- Frequent check-ins and feedback

➡ **If the adaptations support progress:** continue monitoring and adjusting as needed.

5. Ongoing Assessment & Monitoring

Teachers use routine assessments to monitor growth over time. Observations help identify areas of strengths, challenges and next steps.

Decision point:

- Are adaptations and universal supports sufficient?
 - **Yes:** continue with classroom/online support.
 - **No:** consider additional assessment or team support.

6. Expanding the Circle: School-Based Team (SBT)

When a learner continues to show need despite classroom supports:

- The student is referred to the **School-Based Team (SBT)**.
- The SBT includes educators who collaboratively review the learner's strengths, needs, and history of interventions.

Purpose of SBT:

- Document concerns, supports tried, and learner responses
- Generate new strategies or adjustments
- Set goals and timelines
- Monitor and measure improvement

➡ **If progress improves:** strategies may return fully to the remote learning setting.

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7. Referral to District-Based Services (When Needed)

When SBT determines further assessment or expertise is required:

- Referrals may be made to **district-based services**, such as:
 - Psychological services (e.g., cognitive or psychoeducational assessment)
 - Speech and language consultation
 - Other specialized learning or support services

Key points for families:

- These services are **referral-based** and follow documented steps.
- Families are involved and informed throughout the process.
- Information gathered helps clarify needs and guide meaningful support planning.

8. Continuous Review & Shared Responsibility

Supports are reviewed regularly. Adjustments are made based on learner response and family feedback. The goal is always to provide the right level of support at the right time, while keeping learners connected and engaged.