



Student Support Team Parent Guide

Washington International School believes that all students are able to attain their greatest success when they learn in an environment that takes individual needs and learning styles into consideration. One of the core beliefs that WIS holds about learning is that *“we believe that learners are unique and they are responsible for their own learning”*. This means that we:

- Recognize and respond to individual differences and learning styles;
- Demonstrate care for and understanding of each other;
- Include and maximize the participation of learners of different abilities and backgrounds;
- Differentiate instruction through a relevant range of teaching approaches and strategies; and
- Collaborate/communicate with learners about learning goals, activities, issues and contexts.

SST TEAM

The Primary School Student Support Team (SST) consists of the Primary School Principal, the Primary School Assistant Principals, the Learning Specialist, the English, French, and Spanish Support Teachers, the Mathematics Coordinator and the Counselors:

Lynda Miller: Principal
Sava Vrbaski: Vice Principal
Angie Myler: Learning Specialist
Dolores Virasoro: Spanish Support Teacher
Anne Bernoux: French Support Teacher
Angelita Manzano: English Support Teacher
Megan White Schneider: PS, PK, K & Grade 1 Counselor
Steven Hisler: Grades 2-5 Counselor
Nicole Smith Jones: Mathematics Coordinator

The Student Support Team’s goals are to ensure:

- all students are able to achieve their academic potential;
- student academic and social-emotional needs are addressed in a timely and appropriate manner; and
- students are supported through a collaborative network of educational personnel/programs.



ACADEMIC SUPPORT

The learning needs and special strengths of students are identified through a variety of forms of assessment, including *informal teacher observation and checklists, grade-level assessments in reading, writing, spelling, and math, standardized tests*, and, when appropriate, *external professional evaluations*. Student needs are also identified in response to parental concerns. The team collaboratively identifies individual student needs as well as in-class learning support strategies, additional learning support, and other interventions, which are shared with the student's parents. The Student Support Team also monitors learning support provided to individual students through the following support structures:

- Language Support in English, French and Spanish, Grades 1-5: The English, French and Spanish language support coordinators provide in-class and out-of-class support for individuals and small groups in English, French and Spanish.
- Learning Specialist: The learning specialist works with teachers and students to provide strategies to address identified learning needs.
- Mathematics Support: The Math support teacher works with teachers to plan differentiated lessons and provides in-class support and out-of-class support for individuals and small groups in Grades 1-5.

SOCIAL-EMOTIONAL SUPPORT

- WIS employs the Responsive Classroom approach, which supports the strong connection between social-emotional learning (SEL) and academic success by using practices to develop engaging learning environments and a community whose members feel significant and valued.
- The counselors also work with teachers to provide classroom lessons to develop healthy friendships, solve social problems, and increase self-esteem.
- Counseling support at the primary school consists of short-term individual or small group support for students, as well as consultation with teachers, either individually or during quarterly grade-level team pastoral meetings, and meeting with parents.