

Our Mission Statement

The mission of Isabelle Sellon School is to complement the role of parents and community in providing educational experiences which will permit students to reach their potential and achieve a happy, productive, responsible life in our changing world.



Guiding Principles of Our Learning Support Structures

- Parents are partners
- Students are viewed with individual strengths and areas of need
- Differentiated instruction occurs to match student skills and interests through regular, ongoing monitoring and assessment
- All students are treated fairly and allowances are made for the dignity of risk in challenging situations
- Inter-agency collaboration occurs

Livingstone Range School Division #68

Isabelle Sellon School Phone: 403-562-8816
Box 210 Fax: 403-562-2617
Blairmore, Alberta Email: www.lrsd.ab.ca/school/isabellesellon
TOK OED

Isabelle Sellon School

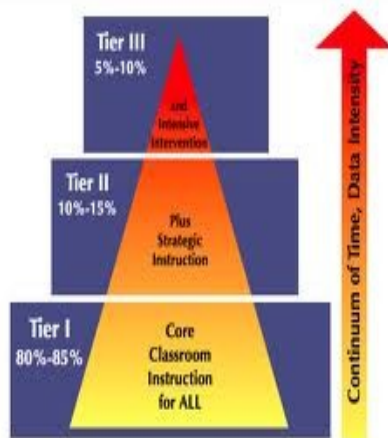
Learning Support Team Structures



Engage Learners Today. Empower Thinkers Tomorrow

Supporting our students

Educating and supporting all students in an inclusive setting is optimal. While a child's classroom environment is the first placement option, we recognize that students learn in different ways and at different rates. Program planning and decision making are based upon Divisional guiding principles to determine the most enabling learning environment for students. A Pyramid of Intervention Model is used to differentiate and support students as needed.



Our team meets bi-weekly to discuss and put into action, plans to support students who may be experiencing academic, social-emotional and/or behavioral issues.

The Learning Support Team

The learning support team at Isabelle Sellon school works collaboratively with staff, school liaison counselor, learning support teacher, administration, and parents to assist students. Our "team" approach encourages collective problem solving and capacity building to better serve our student population and their families.



Learning Support Teacher, Marnie Davidson is our team leader. Working as key contact for parents and teaching staff who have concerns or questions regarding student learning and growth, she is an advocate for inclusive learning environments. Within a coaching role, she works alongside staff in a co-teaching model to provide effective instruction and differentiated programming for exceptional learners. She also arranges specialized assessments and outside agency support to meet various student learning requirements.

Family School Liaison Counselor, Holly Stewart provides counseling and support to individual students and groups of students. She strives to enhance family situations through support, education and referrals. She is a member of the school based threat assessment team and post-crisis response team. She also collaborates in providing character education and social skills programming.

Teaching staff and assistants are important members of team meetings and present issues to be collaborated upon. Together we problem solve by building capacity.

Administrator, Paul Pichurski provides leadership, direction, and support for an inclusive education of all students. He is an active participant on the learning support team and contributes to the capacity building model and in support of team initiatives to enhance student success.

Parents and Guardians hold the most complete source of information for the child. Your support and participation is necessary and important to accommodate programming decisions and provide regular feedback.