



STUDENT SERVICES 9 – Learning Support Services

Date: June 30, 2004 Revised: March 22, 2017 Responsible Administrator Associate Superintendent, Ed. Services

1.0 RATIONALE

- 1.1 The learning support of students with identified learning needs shall be met in the setting that best meets their needs and may involve:
- 1.1.1 accommodations of grade specific curriculum
 - 1.1.2 access to targeted supports and/or skill based interventions
 - 1.1.3 collaboration with a multidisciplinary team to develop a holistic and comprehensive individualized program.
- 1.2 Student Learning Plans (S.L.P.) or Individualized Program Plans (I.P.P.) shall be developed for each student with identified learning needs.

2.0 GUIDELINES

- 2.1 The Associate Superintendent, Education Services or designate shall be responsible for ensuring timely access to learning support services for students with identified learning needs available within the context of the inclusive practices of the Division.
- 2.2 The Director, Learning Support shall be responsible for monitoring and reviewing learning support practices and services, and may consult with appropriate personnel, principals and teachers to determine if program goals for students with identified learning needs are met.
- 2.3 The Director, Learning Support shall be responsible for the development and maintenance of specific processes and procedures for accessing supports and services. These processes include:
- 2.3.1 appropriate identification of students with identified learning needs and/or disabling conditions which impact learning;
 - 2.3.2 referral for individualized specialized assessment;

References: Board Policies: D/11/4 – Non-Resident Students
 G/1/4 – Learning Support Services
 I/8 – Non-Resident Student Transportation
 Admin Practice(s): Administration 8 – Non-Resident Students
 School Act Sections 18, 19, 45, 47



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- 2.3.3 referral to a multidisciplinary team who shall collaborate with school based staff regarding inclusive practices related to supporting universal, targeted and individualized/specialized interventions;
- 2.3.4 individualized program planning or specialized placement for students with identified complex and severe learning support needs;
- 2.3.5 evaluation of a student’s progress with identified learning needs through the use of Individual Program Plans.
- 2.4 Teachers of students with identified learning needs who require out of curriculum modifications shall develop an appropriate Individual Program Plan (IPP) for each student. The plan will identify:
 - 2.4.1 pertinent information relative to student’s strengths and learning needs, including specialized assessment and other diagnostic information;
 - 2.4.2 specific goals addressed in the plan;
 - 2.4.3 accommodations, learning interventions and strategies developed to support these goals;
 - 2.4.4 indicators of success and assessment procedures to ensure ongoing evaluation of the plan and student growth;
 - 2.4.5 review dates, results and recommendations.
- 2.5 Decisions concerning specialized program placement within the Division will be based on appropriate student assessments and made in consultation with school based teams, parents/guardians, Director of Learning Support and other stakeholders involved in the student’s Individualized Program Plan.
- 2.6 Each school shall identify the key professional responsible for coordinating, facilitating and monitoring each student’s program.

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