



# Regina Roman Catholic Separate School Division # 81

<b>Pupils 9002</b> <b>Learning Resource Program Referral and Admission</b>	<b>Administrative Application</b>	
	<b>Effective:</b>	January 27, 2015
	<b>References:</b>	ER-1 Treatment of Students and Parent/Guardian
	<b>Status:</b>	<b>UNDER REVIEW</b>

## Application

The Learning Resource Program is a school-based learning support program for pupils with diverse needs. Support for pupils begins in the classroom with the classroom teachers. For students requiring Tier 2 or Tier 3 interventions, the Learning Resource teacher may be involved. Learning Resource teachers are accountable both to the in-school administration and Student Services, Education Services.

### 1. School-Based Referral Process

Pupils exhibiting significant learning difficulties and/or cognitive delays may be eligible for assistance from the learning resource teacher.

- a. Leadership for the Learning Resource Program is provided by the senior administrator in Education Services.
- b. The first responsibility for all pupils' progress rests with the classroom teacher.
- c. A teacher who feels a pupil is not progressing must develop and implement adaptations for the pupil.
- d. If a pupil is not progressing after a reasonable period of instruction with adaptations, a referral may be made to the school Student Support Team (SST) for review and assistance.
- e. The teacher is required to complete an SST referral form, stating the particular pupil learning challenges that have been encountered, the adaptations that have been attempted, and the result of these supports.
- f. The Student Support Team may require informal assessments to ascertain the pupil's learning strengths and needs.
- g. On occasion, formal assessments such as achievement, cognitive, or other standardized testing may be required before the Student Support Team arrives at a decision for support.
- h. The Student Support Team, in consultation with the parents, determines the action plan. The action plan may involve pupil participation in the Learning Resource Program and/or the implementing of further adaptations to support pupil success.
- i. When a pupil is accepted into the Learning Resource Program, the primary responsibility for pupil success continues to reside with the classroom teacher.



- j. The Learning Resource teacher (LRT) will assist the classroom teacher by providing leadership in the preparation of the Student Support Plan, Record of Adaptations, direct support to the pupil, materials to support programming as required, and/or in-class support.

### 2. Monitored Pupils

- a. Pupils who will not receive direct service may be on a list for monitoring by the LRT.
- b. The Learning Resource teacher and the classroom teacher will review progress of those pupils on the monitoring list before each reporting period.
- c. Based on the assessment of progress and in consultation with the principal:
  - i. the pupil will remain on the monitor list, or
  - ii. the pupil will be readmitted to the Learning Resource Program, or
  - iii. the pupil will be removed from the monitor list.

### 3. Progress Report

On the progress report, the teacher will indicate in which subjects a pupil is on a division-approved Individual Learning Plan and report progress in these areas.

### 4. Dismissal from the Learning Resource Program and Monitoring

Pupils will be dismissed from the program if their progress warrants such dismissal or if parents/guardians request dismissal. Pupils who require a Record of Adaptations will continue to have a Record of Adaptations.