



## **505 - LEARNING ASSISTANCE**

### **Introduction**

Learning assistance services are school-based, non-categorical resource services designed to support classroom teachers and facilitate required levels of support for students who have mild to moderate difficulties in learning and behaviour.

### **Policy**

1. Goals of the program:
  - 1.1 to provide a collaborative model of support for student success (see Appendix A – Pyramid of Intervention);
  - 1.2 to provide collaborative planning and co-ordination with the classroom teacher to facilitate academic success of students who are not achieving their academic potential in the classroom;
  - 1.3 to provide a coordinated and integrated set of support services that include:
    - 1.3.1 school-based teams;
    - 1.3.2 referrals to school district specialists (see Appendix B);
  - 1.4 to provide identification, formal and informal District assessments, planning, implementation, and a reporting and evaluation process;
  - 1.5 to offer remediation to those students with significant exceptionalities after classroom instruction has been tried and determined to be unsuccessful;
  - 1.6 to identify and maintain resource materials and instructional strategy plans to support differentiation in the classroom; and,
  - 1.7 where possible, to provide services in the language of instruction (English or French).
2. The Learning Assistance teacher should provide instructional services, consultative services, and assessment support, and facilitate access to resources for differentiation to meet the needs of students who are not achieving at their potential academic level. Consultative services include:
  - 2.1 collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
  - 2.2 advising teachers concerning adjustment to curriculum, instruction or environmental factors in the classroom which may facilitate learning for a student or group of students;



Section Five: Instructional Program

*“Together We Learn”*

- 2.3 consulting with parents and students regarding learning strategies and organizational skills; and,
- 2.4 consulting with district and community resource personnel.
3. Each school should follow procedures for teachers, students and parents to access learning assistant services.
4. The setting in which the direct instruction provided by learning assistance teachers takes place (the classroom, the learning assistance centre, or some combination of both) should be determined in collaboration with the classroom teacher based on student needs and the instructional goals to be achieved. Priority should be given to providing instructional support within the classroom.