Cape Breton Victoria Regional School Board
Guidelines

Learning Disabilities

Opening Statement

In accordance with Nova Scotia’s Department of Education policies and guidelines the Cape Breton Victoria Regional School Board promotes diverse learners. The Cape Breton Victoria Regional School Board will provide appropriately trained specialists to work with school program planning teams to meet the educational needs of students with learning disabilities as outlined in the Special Education Policy (2008).

Purpose

To ensure that all students identified with a learning disability receive appropriate programming and supports in the classroom and/or designated programs.

Guidelines

1. When the psycho-educational assessment has been completed and there is a diagnosis of a Learning Disability the psychologist will meet with the school program planning team and parents to discuss the findings. At this time, the student may be considered for continued resource programming support or a referral for placement in the Learning Disabilities program.

2. Differentiated instruction, research based practices, and effective teaching practices are implemented across all areas of the curriculum at the classroom level for all students. When targeted interventions and/or strategies used by the classroom teachers are not enough to support student programming the teacher should refer these students to the school program planning team.

3. At program planning the classroom teacher discusses student progress and the strategies and interventions that have been implemented in the classroom. The program planning team reviews the data from the classroom teacher and they may recommend other strategies and/or interventions to be implemented within the classroom. These strategies need to be tried for an appropriate length of time to assess their effectiveness.

4. If additional interventions are still required to support student programming the program planning team may recommend a resource support type of intervention. Resource support may be a pull-out program and/or a co-teaching model to support students within the classroom or alternative setting.

5. The school program planning team, with the endorsement from the school psychologist, must ensure the student fits the criteria for a Learning Disability before recommending a Learning Disability program placement.
6. If a placement in a Learning Disability program is desired the school must have consent for placement in the program from the parents/guardian. The parent/guardian must sign the parental permission form for Special Class Placement. The schools’ program planning team will be required to complete the Special Class Placement form, accompanied by the parent permission form, and send it to the Coordinator of Student Services.

7. Under the direction of the Coordinator of Student Services the Placement Committee reviews the information and determines the appropriateness for a Learning Disabilities program placement.

Cross Reference

Education Act (1995)
Special Education Policy (2008)
Supporting Student Success: Assistive Technology (2006)
Teacher Assistant Guidelines (2009)
Supporting Student Success: Resource Programming and Services (2002)
Gifted Education and Talent Development (2010)
Transition Planning in Nova Scotia: The Early Years through Adult Life (2005)
Speech Language Pathology Guidelines (2010)
Racial Equity Policy (2002)
Life Skills: Supporting Student Success (2009)
The Learning Disabilities Association of Canada [www.ldac-taac.ca/english.ldac.htm](http://www.ldac-taac.ca/english.ldac.htm)

Forms

Until TIENET implementation (2012) all necessary forms and resources for Student Services supports are located at [www.cbv.ns.ca/studentservices/](http://www.cbv.ns.ca/studentservices/)

Student Services Referral Form
Student Services Parent Permission Form
Transition Template
Referral for Special Placement
Permission for Special Placement