

Category – Communication – Learning Disability

MINISTRY OF EDUCATION DEFINITION

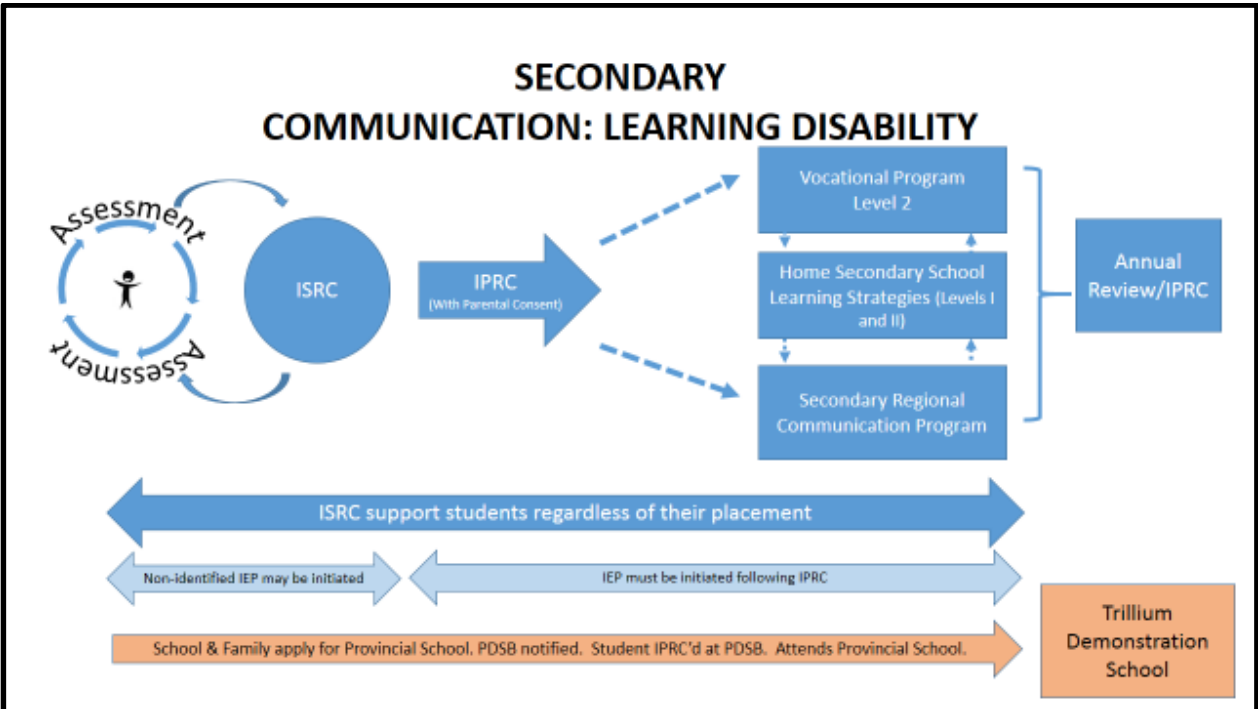
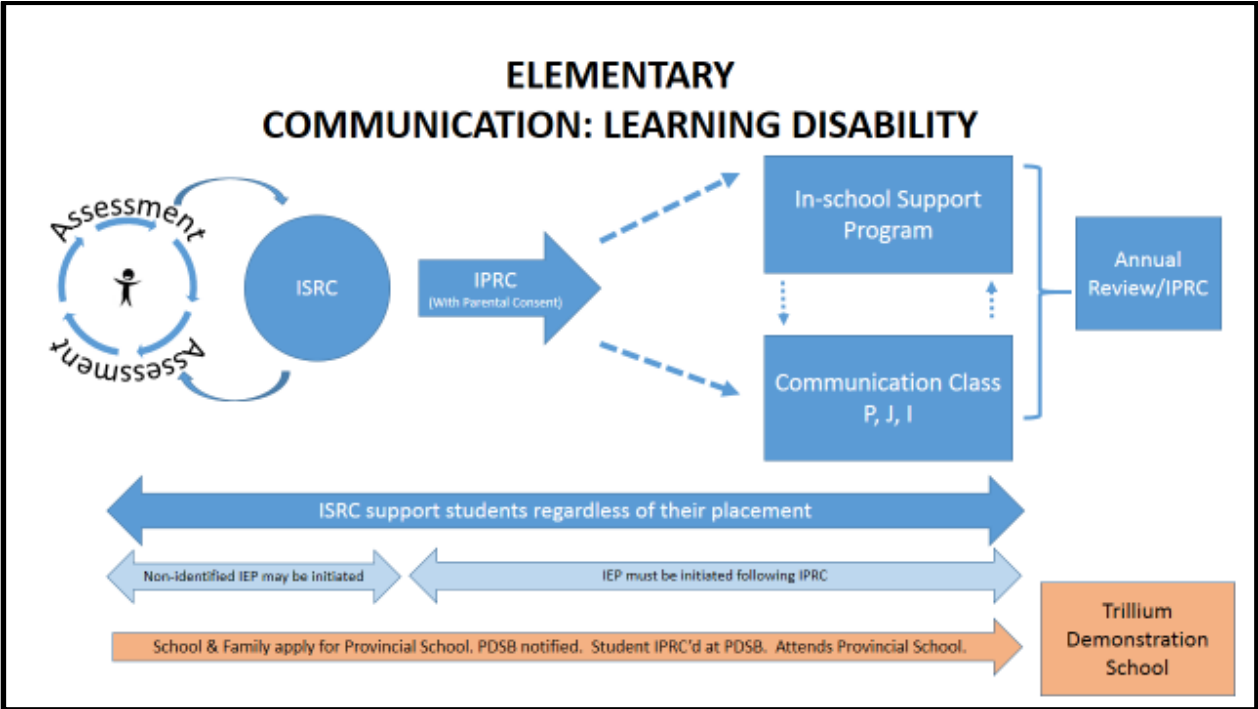
The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;*
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;*
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;*
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);*
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;*
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction*

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Identifying learning disabilities requires the use of information from multiple sources. A multidisciplinary approach including psychological, speech-language or other health professions is recommended.</p> <p>Assessment will contain::</p> <ul style="list-style-type: none"> ● Information provided by parent(s), the student and the educator(s) (e.g., the language spoken at home, developmental history, observations in the classroom) ● Medical information (e.g. information on vision, hearing and physical condition) ● A cognitive assessment which indicates academic underachievement that is inconsistent with intellectual abilities (at least average) and/or ● Academic achievement that can be maintained only with extremely high levels of effort and/or additional support ● Difficulties in the development and use of skills in 1 or more of the following areas: reading, writing, mathematics, work habits and learning skills ● May be associated with various other conditions or disorders, diagnosed or undiagnosed or with other exceptionalities. 	<p>Guidelines:</p> <ul style="list-style-type: none"> ● Focus the discussion on the student's strengths and needs ● Consider assessment information from a variety of sources including specific assessments related academic achievement, cognitive ability, adaptive behaviour ● If the student is already Exceptional, review the current IEP ● The IPRC secretary will manage follow-up communication and record keeping. <p>Referral Process:</p> <ul style="list-style-type: none"> ● Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC ● Elementary schools make referrals to the Field Office IPRC or their In-School IPRC for identification and placement ● Secondary Schools refer students to their own in-school IPRC for identification and placement. ● Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral ● The IPRC may defer making identification or placement decisions if more information is required ● Representatives from the referring school will manage the pre-meeting communication and record keeping. <ul style="list-style-type: none"> ● Note: A clinical diagnosis of a Learning Disability by a qualified practitioner is not required before an IPRC can identify a student under this category.

The Peel District School Board makes every effort to place students in their home-school. Additional Special Education class placements are also available to all students. At the elementary level, placements include a regular classroom placement or a Special Education classroom. At the secondary level, placements include regular classroom placements with support provided through monitoring by Special Education teacher or Learning Strategies Class delivered by a Special Education teacher.

PLACEMENT OPTIONS FOR STUDENTS WITH A LEARNING DISABILITY



PLACEMENT:	In-school Support Program (ISSP)
Class Placement:	<i>In-school Support Program (ISSP)</i> Regular education class/Home school
Class Type:	Withdrawal, Resource Assistance, Indirect Support (One of the above stated class types)
Program Grades:	All grades from Kindergarten to Grade 8
Class Size:	Ministry of Education regulations for class size
Staffing:	Regular education classroom teacher Special education teacher (ISSP Teacher)

Program Description:

- Students enrolled in the program are placed through an Identification Placement and Review Committee (IPRC) meeting held at the school. The meeting identifies or confirms the student as exceptional and offers a placement in the *In-school Support Program*
- The program is designed to support students with a diagnosis of a Learning Disability.
- Students placed in regular classrooms with Resource Assistance (E.g. ISSP) may receive a combination of instruction provided by a Special Education Teacher, and accommodations and/or modifications as set out in the IEP, implemented by the classroom teacher.
- The Special Education teacher will support the classroom teacher in the development of the Individual Education Plan (IEP) to ensure that the psycho-educational assessment information is guiding the development of the student's strengths, needs and corresponding strategies embedded in the IEP.

PLACEMENT: **Communication Program**

Class Placement: **Communication Program**
Primary Communication (PCOM – Gr 1-3)
Junior Communication (JCOM – Gr 4-5)
Intermediate (ICOM – Gr 6-8)
Special Program Class/Regional Placement

Class Type: **Fully Self Contained**
(With integration opportunities)

Program Grades: **Grades 1 - 3, Grades 4 – 5, Grades 6 - 8**

Class Size: **8 Students**

Staffing: **1 Teacher**

Program Description:

- Students enrolled in the program are placed through a field office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies or confirms the student as exceptional and offers a placement in the *Communication Program*.
- The program is designed to support students with a diagnoses of a Learning Disability at the Primary, Junior and Intermediate levels.
- Students have access to assistive technology to ensure that their educational needs are being accommodated.
- Students work towards increased levels of inclusion within the school community.
- Students placed in a Special Education class that is fully self-contained receive programming specific to the modified expectations in language, mathematics and other areas as set out in their Individual Education Plan (IEP), provided by a Special Education Teacher.
- Program delivery in these classes will include *Empower* Reading Program developed at the Hospital For Sick Children.
- This program is intervention focused and duration specific.

PLACEMENT: **Learning Support Levels 1 & 2**

Class Placement: **Learning Support Level 1 (LS1)**
Learning Strategies Course (GLE)
Learning Support Level 2 (LS2)
Monitor

Class Type: **Indirect/Resource/Withdrawal**

Program Grades: **Grades 9-12**

Class Size: **16 Students Maximum**

Staffing: **Special Education Teacher**

Program Description:

Learning Support Level 1 (LS1):

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Home Secondary School. The meeting identifies or confirms the student's exceptionality and offers a placement in the *Learning Support Level 1*.
- Withdrawal Assistance is provided by a special education teacher as indicated in the IEP.
- The Learning Strategies Course (GLE) will be one of the 8 courses taken during the academic year.
- Students can earn up to 4 GLE credits towards their 30 credit diploma requirement.
- The strands in the Learning Strategies Course are:
 - Learning Skills (Grade 9-12)
 - Personal Knowledge and Management Skills (Grade 9-12)
 - Exploration of Opportunities (Grade 9-12)
 - Interpersonal Knowledge and Skills (Grade 9-10)
 - Preparation For Transition and Change (Grade 11-12)
- This course focuses on:
 - learning strategies that helps students become better, more independent learners
 - improving personal management and self advocacy skills, both in school and other contexts
 - developing and applying a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills.

Learning Support Level 2 (LS2):

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Home Secondary School. The meeting identifies or confirms the student's exceptionality and offers a placement in the *Learning Support Level 2*.
- Is a level of support for students who are not enrolled in the Learning Strategies course and are monitored by a Special Education teacher, who collaborates between both student and classroom teachers.
- This support does not generate a credit.
- Indirect/Resource/Withdrawal Assistance will be provided.

PLACEMENT: **Communication Program**

Class Placement: ***Regional Secondary Communication Program***
Special Program/Regional Placement

Class Type: **Partially Integrated (Grade 9 & 10)**
Indirect/Resource/Withdrawal (Grade 11 & 12)

Program Grades: **Grade 9-12**

Class Size: **8 Students maximum**

Staffing: **Special Education Teacher**

Program Description:

- Students enrolled in the program are placed through a Central Board Office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies or confirms the student as exceptional and offers the *Regional Secondary Communication Program*.
- This program is designed for students who require specialized intensive special education support in a small class setting.
- This support is offered for Math, English, Science, History/Geography, Learning Strategies and Civics/Careers for grades 9 and 10 and Math and English for grades 11 and 12 (may vary by site).
- Assistive technology is integrated to support the curriculum expectations and accommodations outlined in the IEP when appropriate.

