



# DISTRICT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

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<p><b>Learning Disabilities</b></p> <p><b>Student base funding allocation</b>  <b>1701 Code Q</b>  This checklist should only be used in conjunction with Section E.3 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> assessment documentation shows persistent difficulties in the acquisition of pre-academic and/or academic skills such as recognition of letters and numbers in the early primary years or acquisition of reading, written language, and/or numeracy, in spite of appropriate opportunities to learn; <b>and</b></li> <li><input type="checkbox"/> assessment documentation shows average to above average cognitive ability; <b>and</b></li> <li><input type="checkbox"/> assessment documentation shows weaknesses in cognitive processing that contribute to persistent difficulties with learning</li> </ul>	<p><b>One or more academic difficulties relative to expected ability, and identified in documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Recognition, and/or</li> <li><input type="checkbox"/> Reading Comprehension, and/or</li> <li><input type="checkbox"/> Spelling, and/or</li> <li><input type="checkbox"/> Written expression, and/or</li> <li><input type="checkbox"/> Mathematical computations, and/or</li> <li><input type="checkbox"/> Problem Solving</li> </ul> <p>Various achievement instruments can be used to document difficulty.</p>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Average or above ability, demonstrated either by a cognitive assessment or by average or better performance on a norm referenced test of achievement that measures the student's ability to reason, such as mathematical problem-solving, reading comprehension, written expression and listening comprehension. Average ability is demonstrated by scores at or above one standard deviation below the norm.</li> <li><input type="checkbox"/> Significant weakness exists in one or more of the cognitive processes.</li> <li><input type="checkbox"/> Assessments of cognitive processes must utilize norm-referenced instruments; if other forms of assessment are used, they must be accompanied by a clear rationale for why the alternate assessment is appropriate in identifying the student's processing disorder.</li> <li><input type="checkbox"/> Assessment documents indicate that the difficulties being experienced are not <u>primarily</u>* due to sensory deficits, lack of opportunity to learn, cultural or linguistic differences, or social/emotional/physical health issues.</li> </ul> <p>* Learning disabilities may coexist with other disorders such as behavioural or emotional disorders, sensory impairments, or other medical conditions.</p>	<p><b>Measures used as evidence of cognitive functioning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full scale score, or other norm referenced estimate of ability with rationale for not using full scale IQ.</li> <li><input type="checkbox"/> Verbal IQ or Performance IQ score</li> <li><input type="checkbox"/> Test of non-verbal cognitive ability score</li> <li><input type="checkbox"/> Norm-reference test(s) of academic achievement in listening comprehension, reading comprehension, mathematics problem solving, or written expression.</li> </ul> <p><b>Significant weakness in one or more cognitive processes, relative to overall functioning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perception</li> <li><input type="checkbox"/> Memory</li> <li><input type="checkbox"/> Attention</li> <li><input type="checkbox"/> Language processing</li> <li><input type="checkbox"/> Visual-spatial processing</li> <li><input type="checkbox"/> Planning and decision making</li> <li><input type="checkbox"/> Phonological processing</li> <li><input type="checkbox"/> Processing speed</li> <li><input type="checkbox"/> Auditory processing</li> </ul> <p><b>Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓ as appropriate):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Culture and language differences of the home</li> <li><input type="checkbox"/> Consistency of schooling and attendance</li> <li><input type="checkbox"/> Vision and hearing screening results</li> <li><input type="checkbox"/> Medical factors regarding social/emotional/physical health</li> <li><input type="checkbox"/> Other</li> </ul>

<p><b>Learning Disabilities (cont'd)</b></p> <p><b>Student base funding allocation</b>  <b>1701 Code Q</b>          This checklist should only be used in conjunction with Section E.3 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <hr/> <p>PEN _____</p> <p>Date _____</p>
<p>There is documented evidence that...(cont'd)</p> <p><input type="checkbox"/> The assessment integrates information from a number of sources (two or more).</p>	<p><b>Examples of documentation:</b></p> <p><input type="checkbox"/> Information from family about health social/emotional status and developmental history</p> <p><input type="checkbox"/> Information from professionals about health social/emotional status and developmental history</p> <p><input type="checkbox"/> Information from classroom teacher(s) about classroom performance</p> <p><input type="checkbox"/> Information from learning assistance/resource teacher about student performance</p> <p><input type="checkbox"/> Information from other professionals about strengths and weaknesses</p> <p><input type="checkbox"/> Relevant academic history</p> <p><input type="checkbox"/> Other</p>
<p>There is documented evidence that ...</p> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <p>Reduction in class size is not by itself a sufficient service.</p>	<p><b>Examples of strategies:</b></p> <p><input type="checkbox"/> Intense, direct instruction</p> <p><input type="checkbox"/> Skill-building instruction</p> <p><input type="checkbox"/> Instruction in learning and compensatory strategies</p> <p><input type="checkbox"/> Skill building in self advocacy</p> <p><input type="checkbox"/> Adaptations to instruction and assessment</p> <p><input type="checkbox"/> Adaptations to learning resources, technology</p> <p><input type="checkbox"/> Social skills training, etc.</p>



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