



Role of Parents/Guardians

You can be a great asset to your child by:

- accepting and understanding your child's Learning Disability
- being supportive
- recognizing that your child will be successful. Accomplishing tasks may simply take him or her longer.
- supporting and encouraging students accessing technology.
- assisting your child with organization.
- advocating for your child at school

Partners in Education

Trillium School
 347 Ontario Street South
 Milton Ontario L9T 3X9
 Telephone 905 878 8428

Learning Disability Association of Ontario (LDAO)
 Suite 1005, 364 Bloor St. E. Box 39
 Toronto, Ontario M4W 3L4
www.ldao.on.ca

Special Needs Opportunity Window (SNOW)
 Adaptive Technology Resource Center
 University of Toronto
 Toronto, On
www.snow.utoronto.ca

LD Technology SAT

The Keewatin-Patricia District School Board employs a qualified teacher who provides the system with expertise in Assistive Technology. This highly trained individual specializes in:

- review and interpretation of specialized assessments
- consultation with staff, students and parents
- making recommendations with regard to Assistive Technology
- facilitating the use of Assistive Technology
- providing assistance with IEP development

For additional community agencies in your area, please contact your child's principal or consult the KPDSB Special Education Plan

Keewatin Patricia
DISTRICT SCHOOL BOARD

100 First Avenue West
 Kenora, Ontario P9N 3Z7
ph (807) 468-5571
fx (807) 468-3857
www.kpdsb.on.ca



Information brochure produced in conjunction with the KPDSB and the Board's Special Education Advisory Committee.

Special Education Services

Learning Disability

INFORMATION BROCHURE

"Never solve a problem from its original perspective."
 - Charles Thompson



Learning Disability

A student with a learning disability:

- has average or above intelligence
- is identified with a discrepancy between actual academic performance and cognitive ability
- has a deficit in one or more of: receptive language, language processing, expressive language, math.



"I almost flunked first grade and also the second, third, fourth, and fifth; but my younger brother was in the grade behind me and he was a brain and nobody wanted to have me be in the same grade as him, so they kept passing me. I never learned how to spell, graduated from eighth grade counting on my fingers to do simple addition, and in general was not a resounding academic success."

- Robert Munsch

Ministry Definition

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of:
- impairment of vision or hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference;
 - primary emotional disturbance;
 - cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
- receptive language (listening, reading);
 - language processing (thinking, conceptualizing, integrating);
 - expressive language (talking, spelling, writing);
 - mathematical computations;
- c) may be associated with one or more conditions diagnosed as:
- a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - developmental aphasia.

Assistive Technology

A professional assessment will determine whether or not assistive technology is required for the student to fully access the curriculum.

Regularly accessing technology and accommodating the curriculum are two instrumental options that lead to student success.

Programs

Students with Learning Disabilities vary with regard to their needs as the degree of disability changes from student to student. A student may require "Accommodations Only" to their programs while others require "Modifications" to the curriculum.

- Accommodations do not alter the provincial curriculum expectations for the grade. They are: special teaching, supports, and assessment strategies.
- Modifications are changes made in the age-appropriate grade-level expectations for a subject or course to meet a student's learning needs.

Elementary

The Special Education Resource Teacher (SERT) serves the needs of students who require assistance beyond that provided by the regular classroom teacher. This assistance can be direct to the student or providing programming support to the regular classroom.

Secondary

The credit system at the High School level allows choices in programming to suit ability levels. Please contact the Special Education Resource Teacher at your local high school.