

# Learning Disability

## Inclusive Education Base Funding Allocation 1701 Category Q

***This checklist should only be used as a supplement to Section E.3 of the Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024).***

Student's Name:

PEN:

Date:

### To be eligible, the following must be met:

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, despite appropriate opportunities to learn; **and**
- Average to above average cognitive ability; **and**
- Weaknesses in cognitive processing that contribute to persistent difficulties with learning.

There is documented evidence that:

- Average or above average 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.
- Significant weakness exists in one or more of the cognitive processes.
- 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.
- Assessments indicate that the difficulties being experienced are not primarily\* due to sensory impairments, lack of opportunity to learn, cultural or linguistic differences, or social/emotional/physical health issues.
- The assessment integrates information from several sources (two or more).

\*Learning disabilities may coexist with other disorders such as behavioural or emotion disorders, sensory impairments, or other medical conditions.

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 inclusive education category.

### **One or more academic difficulties relative to expected ability, and identified in documentation:**

- Word Recognition; **and/or**
- Reading Comprehension; **and/or**
- Spelling; **and/or**
- Written Expression; **and/or**
- Mathematical Computations; **and/or**
- Problem Solving.

*Various achievement instruments can be used to document difficulty.*

**Measures used as evidence of cognitive functioning:**

- Full scale score, or other norm-referenced estimate of ability with rationale for not using full scale IQ.
- Verbal IQ or Performance IQ score.
- Test of non-verbal cognitive ability score.
- Norm-referenced test(s) or academic achievement in listening comprehension, reading comprehension, mathematics, problem-solving, or written expression.

**Significant weakness in one or more cognitive processes, relative to overall functioning:**

- Perception
- Memory
- Attention
- Language processing
- Visual-spatial processing
- Planning and decision making
- Phonological processing
- Processing speed
- Auditory processing

**Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓as appropriate):**

- Culture and language differences of the home
- Consistency of schooling and attendance
- Vision and hearing screening results
- Medical factors regarding social/emotional/physical health

**Examples of documentation may include information from:**

- Family about health/social/emotional status and developmental history
- Professionals about health/social/emotional status and developmental history
- Classroom teacher(s) about classroom performance
- Learning assistance/resource teacher about student performance
- Other professionals about strengths and weaknesses
- Relevant academic history

**Examples of strategies:**

- Intense, direct instruction
- Skill-building instruction
- Instruction in learning and compensatory strategies
- Skill-building in self-advocacy
- Adaptations to instruction and assessment
- Adaptations to learning resources, technology, etc.
- Social skills training, etc.

There is documented evidence that:

- A current IEP is in place, dated after September 30, of the previous school year.
- The IEP has individualized goals, with adaptations and or modifications where appropriate, and strategies to meet these goals.
- The goals correspond to the category in which the student is identified.
- The services outlined in the IEP relate to the identified needs of the student.
- The student is receiving inclusive education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.
- The student is being offered learning activities in accordance with the IEP.
- The IEP outlines methods for measuring progress in relation to the IEP goals.
- A parent was offered the opportunity to be consulted about preparation of the IEP.

*Reduction in class size is not by itself a sufficient service.*