



Learning Disabilities Programs

The Learning Disabilities Program provides students with intensive services in small group environments. Students are provided with explicit individualized support that is continually adjusted to provide responsive intervention. Level B assessment data is collected to inform programming. Collaboration with school based professionals and parents, to create this tier three level of intervention, is an important component to providing this support.

The priority is to provide programming, based on student need, incorporating academic, social, emotional, and global learning strategies in a safe learning environment.

Located in 9 schools across the district. The program provides direct and indirect services to 31 elementary schools and 4 middle schools, with additional consultation with 2 middle schools.

Program Format

Learning Disabilities Teachers:

- assess and provide extensive, research based intervention in reading skills and strategies for students in gr. 3-9
- consult with learning assistance teachers, classroom teachers, administrators, Inclusive Education staff and school-based teams
- consult with parents/guardians regarding student progress and support for continued reading development
- draw on numerous programs and approaches, students are engaged in individualized programs that are responsive to their needs

Provision of Service

Learning Disabilities Teachers have:

- certification from the BC College of teachers
- fulfill qualifications for learning assistance teachers (LAT); refer to BC Ministry of Education and SD23 (Central Okanagan) Regulation 505R
- minimum of five years of classroom teaching experience
- advanced training in assessment and intervention in reading/learning disabilities
- Master's degree in Reading Intervention or related discipline

Student Profiles

Students may qualify for this service if they:

- meet the Ministry of Education Criteria for a Learning Disability designation; or are at risk of having a learning disability
- have an Individual Educational Plan (IEP) or documentation of adaptations and/or support
- are currently in grades 3-9 with a history of persistent difficulty acquiring basic literacy skills despite extensive intervention
- are performing well-below grade level expectations in literacy

Referral Process

- 1) Following School Based discussion and communication with parents, LATs refer potential candidates to the LD program
- 2) Following parental consent, LD teachers do a comprehensive file review and assess students to determine acceptance on a session to session basis