

# LDAO Public Policy Manual 2002

## Section L: Programming and Course Issues

The policies in this section relate to specific programming and course issues, including class size, grade promotion, transition from one level of education to the next, alternative educational programs (for example, co-operative education and vocational schools) and curriculum issues arising in intermediate and secondary school (for example, streaming and course selection). Policies also address the need for students to have an annual education plan, access to guidance counselling and continued accommodation at the post-secondary level.

### Policies

- L1 Transition Plan
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### Policy L1 – Transition Plan

LDAO advocates that the Ministry of Education hold school boards accountable for the development of appropriate transition plans as an integral part of the student's IEP for every student with a learning disability who is 14 years of age or older.

#### Rationale

LDAO has long advocated for the formal adoption of transition planning for students with learning disabilities. Experience in those US states where such planning is mandated has shown that students with learning disabilities are significantly more successful, both in their education and more generally, when they follow a sequential and clearly delineated plan.

#### References

- Regulation 181/98
- Response to the consultation on high school reform, LDAO, 1996

Secondary school reform documents, Ministry of Education, 1996-99  
High school reform: fact sheet, Ministry of Education, 1998  
LEAP, LDAO, 1998  
IEP Standards Document, Ministry of Education, 2001  
LDAO transition materials, 2000  
See also: Policies H1, H2

## **Policy L2 – Transition Process I**

LDAO advocates that each school board be required to establish a process for the effective transition of students with learning disabilities from one education level to another, including transition from secondary to post-secondary education, training or employment. The process is to be set out in writing and all personnel, students and parents are to be aware of and required to follow the process.

### **Rationale**

Planning is fundamental to ensuring the transition of exceptional students from one level of education to the next (for example, primary to junior or senior public to high school) or from one school to another (for example, students returning to their local school after placement in a correctional facility or demonstration school) occurs smoothly. All personnel, including teachers, support staff and guidance counsellors should be involved in the process of transition. Parents and students must also be aware of what to expect at the next stage and what they are expected to do to facilitate a smooth transition. Preparing a written policy facilitates a consistent process of transition and ensures that nothing is overlooked.

### **References**

Secondary School Reform Documents, Ministry of Education, 1996-99  
“For the love of learning”, Report of the Royal Commission on Learning, 1995  
Ontario Schools: Intermediate and Senior, Ministry of Education, 1994  
See also: Policy H4

## **Policy L3 – Transition Process II**

LDAO advocates that the Ministry of Education establish and require school boards to adopt a formal transition process for exit for students with learning disabilities who are leaving the secondary school system for post-secondary education, training or employment. This process should meet the legislated standards for a transition plan, including, but not limited to, a formal and structured review of the student’s current documentation for learning disabilities and determining the validity of the most recent assessment. Where the documentation is inadequate or the assessment is invalid, the gaps in the assessment and/or documentation should be addressed while the student is still in secondary school.

### **Rationale**

The greatest source of stress and the most common reason for dropping out for students with learning disabilities in post-secondary education is the lack of an adequate transition process and an up to date assessment of their learning disability.

### **References**

Report of the Interministerial Working Group on Learning Disabilities, 1992  
Learning Assessment Profile, Ministry of Education, 1996 (draft)  
LEAP, LDAO, 1998  
Response to the establishment of the Learning Opportunities Task Force, LDAO, 1997

LDAO transition document, 2000  
See also: Policy H4

## **Policy L4 – Access to Alternative Programs and Schools**

4.1 LDAO advocates that all students identified as having learning disabilities be guaranteed access to any alternative school, program or service offered by the home school board.

4.2 LDAO advocates that appropriate special education programs, services and accommodations be provided to any student identified as having learning disabilities who is enrolled in an alternative school, program or service.

### **Rationale**

A student identified as having a learning disability is as likely to have a particular interest or talent as any other student. Such a student must not be restricted from enrolling in an alternative school, program or service because of the presence of learning disabilities; these alternatives must be open to all students in the school board.

It is not sufficient, however, simply to permit access. Appropriate alternate programming, accommodation or services necessary to meet the needs of a student identified as having learning disabilities must be provided to enable the student to enjoy the benefits of the alternative school, program or service.

A student must not be made to choose between remediation of his or her learning disabilities and the specialized programming of an alternative school or program.

### **References**

Regulation 181/98

Secondary School Reform Documents, Ministry of Education, 1996-99

“For the love of learning”, Report of the Royal Commission on Learning, 1996

## **Policy L5 – Vocational Schools**

LDAO advocates the maintenance of vocational schools and vocational programs with appropriate special education supports for students identified as having learning disabilities who would benefit from and wish to be educated in such schools or programs

### **Rationale**

A student identified as having a learning disability is as likely to have a particular interest or talent as any other student. Such a student must not be restricted from enrolling in a vocational school or program because of the presence of learning disabilities; these alternatives must be open to all students in the school board.

It is not sufficient, however, simply to permit access. Appropriate alternate programming, accommodation or services necessary to meet the needs of a student identified as having learning disabilities must be provided to enable the student to enjoy the benefits of the vocational school or program.

A student must not be made to choose between remediation of his or her learning disabilities and the specialized programming of a vocational school or program.

## **References**

Regulation 181/98

Secondary School Reform, Ministry of Education, 1996

“For the love of learning”, Report of the Royal Commission on Learning, 1996

correspondence with various school boards regarding the proposed closure of vocational schools, LDAO, 1994-1998

## **Policy L6 – Semestering**

LDAO advocates that the organization of semestered schools be sufficiently flexible to meet the educational needs of exceptional students.

### **Rationale**

Students identified as having learning disabilities enrolled in secondary schools which use a semester system may have difficulties due to longer class time and scheduling difficulties where not all classes taken are at the same grade level. Refresher or transition courses and half credits may alleviate these difficulties enabling the student with learning disabilities to master the standard curriculum.

### **References**

Secondary School Reform Documents, Ministry of Education, 1996-99

Response to consultation on secondary school reform, LDAO, 1997

## **Policy L7 – Streaming**

LDAO advocates that the academic and applied courses in Grades 9 and 10 and the three streams available at Grades 11 and 12 all provide the requisite differentiated teaching methodologies as well as accommodations and modifications, if needed, for students identified as having learning disabilities.

### **Rationale**

Both research and experience with de-streaming show that it does not improve the success and achievement of exceptional students. Appropriate special education programming and services, differentiated teaching methodologies, accommodations and where needed, modifications, are much more beneficial for students who are not achieving at an age appropriate level or to their potential.

### **References**

Secondary School Reform Documents, Ministry of Education, 1996-99

“For the love of learning”, Report of the Royal Commission on Learning, 1995

Correspondence with the Minister of Education, LDAO, 1994-98

Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L8 – Course/Series Selection**

LDAO advocates that students identified as having learning disabilities shall have the same right of course/series selection as non-exceptional students and be given access to and be accommodated in their selection of courses/series.

### **Rationale**

Course selection and level of difficulty must be based on the student’s interests, strengths and needs and not predetermined simply because the student is identified as having learning disabilities. Appropriate accommodation (for example, varied credit timing, pace of instruction or method of instruction) without diluting content must be available.

It is important to note that in addition to the requirements set out in the Education Act and related regulations, accommodation of a person with a disability is mandated in the Ontario Human Rights Code.

### **References**

Ontario Human Rights Code, 1981, s16(1a)  
Guidelines for Assessing Accommodation Requirements for Persons with Disabilities, Ministry of Citizenship, 1989  
Ontario Schools: Intermediate and Senior, Ministry of Education, 1984  
Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to consultation on secondary school reform, Ministry of Education, 1997

## **Policy L9 – Compulsory Credits in High School**

LDAO advocates that the same compulsory credits be mandated for graduation purposes for both exceptional and non-exceptional students, with exceptional students having access to all necessary accommodations and differentiated teaching methodologies in both curriculum delivery and evaluation. Occasionally, students with learning disabilities will not be working at a grade appropriate level at a given time or in a given part of the provincial curriculum. These students will benefit from the provision of modifications to that part of the curriculum or the relevant evaluation process.

### **Rationale**

Students with learning disabilities do not usually require different courses from non-exceptional students but rather accommodations or differentiated teaching methodologies to achieve success in those courses. Students with learning disabilities usually have the same post-secondary options as their non-exceptional peers and as such their diplomas should represent the same material learned and skills acquired as those for non-exceptional students. Modifications are usually defined as ways in which the learning expectations, curriculum content, materials used, standards demanded and/or outcomes are changed, (usually lowered). This is why modifications are not acceptable during the administration of standardized tests and examinations, including the tests administered by the Education Quality Accountability Office as well as licensing examinations that individuals write to be able to work in certain professions and occupations.

Students with specific learning disabilities are able to learn provided that they are taught the way that they learn best. They can usually demonstrate their skills and knowledge provided that they have access to accommodations appropriate for their needs. While access to specific skill instruction is an essential component of the teaching/learning process, most students with learning disabilities are able to work within the parameters of the provincial curriculum, without necessarily having to rely on significant modifications of the curriculum.

It is important to distinguish between the use of modifications in standardized tests and exams, versus modifications of curriculum. In the former case, modifications are not appropriate because they alter the meaning and validity of test results. However students with learning disabilities, especially in the elementary grades, will sometimes need to work on modified curriculum expectations for a particular part of their academic program. For example, a student in Grade 5 may be working on the Provincial curriculum in most areas, but may need to have some intensive help with a specific skill area, where he or she has problems arising from having learning disabilities. Some students may even need to have access to modifications in a specific curriculum area, such as math.

### **References**

Ontario Schools: Intermediate and Senior, Ministry of Education, 1994  
Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L10 – Exemptions from Credits and Substitution of Alternative Credits**

LDAO advocates that the exemption provisions of Ontario Schools: Intermediate and Senior which provide that any student may be exempted from two compulsory credits and any exceptional student from four credits be maintained. LDAO further advocates that where an exceptional student has been exempted from compulsory credits, alternative credits be substituted.

### **Rationale**

Certain subjects, even if the delivery is modified and needed accommodations are available, may prove to be insurmountable barriers for students with learning disabilities. If this is the case, there is no value in insisting that the student take this course. The need for such exemption should be recorded in the student's IEP.

Where an exemption has been given, a suitable course must be substituted to ensure that the student is not disadvantaged in his or her future plans. It is important to ensure that a student with learning disabilities can satisfy the entry requirements for post-secondary education, even in circumstances where an exemption has been granted.

### **References**

Ontario Schools: Intermediate and Senior, Ministry of Education, 1994  
Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L11 – Exemption from Compulsory French**

LDAO advocates that a student identified as having learning disabilities for whom second language learning is extremely difficult despite all necessary accommodations being provided be exempted from compulsory core French provided he or she has both parental and principal approval.

### **Rationale**

Certain subjects, even if the delivery is modified and necessary accommodations are available, may prove to be insurmountable barriers for students with learning disabilities. If this is the case, there is no value in insisting that the student take this course.

It is important to note that this policy does not negate the obligation of educators to provide appropriate accommodation and modifications for students who do undertake French or who are enrolled in French Immersion programs.

### **References**

Ontario Schools: Intermediate and Senior, Ministry of Education, 1994  
Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996  
See also: Policy M4

## **Policy L12 – Exemption from Compulsory French Not to Affect Course Selection**

LDAO advocates that a student who has been exempted from compulsory core French in grades 7 and/or 8 not be restricted in the selection of courses or level of courses in grade 9.

### **Rationale**

In some cases, the exemption of a student from compulsory core French in grades 7 and 8 has been used as a basis for restricting exceptional students from advanced level courses in grade 9 on the basis that the student is not “university bound” and thus does not require the higher level courses. This is unacceptable. An inability to learn a second language is not an indication of the intellectual capacity of the student, only one consequence of his or her learning disabilities.

### **References**

Ontario Schools: Intermediate and Senior, Ministry of Education, 1994  
Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L13 – Locally developed courses**

LDAO advocates that all parents be notified about the existence, status and content of locally developed secondary school courses, such that they can make appropriate informed choices about their child’s participation in such a course.

### **Rationale**

Locally developed courses, which are sometimes called by other names, such as essential academic courses, academic demand courses, etc., were introduced to supplement the academic and applied courses that make up the Grade 9 and 10 curriculum. These courses are usually remedial in nature, are aimed at an achievement level well below Grade 9 and do not meet the requirements of the Ontario curriculum for Grades 9 and 10. Students who take locally developed core courses in English and math are unlikely to be able to proceed into anything other than the workplace courses in Grade 11. Also, since these students are not taking the regular Grade 9 English curriculum, they are likely to be recommended for exemption from the Grade 10 literacy test administered by EQAO. Parents are often not informed about these potential future outcomes when they are encouraged to choose locally developed core courses for their children. Many students who have been in special education programming throughout their elementary years are steered towards these courses in lieu of applied courses or even academic courses with the right modifications and accommodations. Locally developed courses are not special education courses and may be an inappropriate choice for students with learning disabilities. The Ministry of Education’s guide to locally developed courses states that: “Because locally developed courses are intended to meet needs that are not or cannot be met by courses provided in the curriculum policy documents, locally developed courses must not duplicate the provincial curriculum. A course that differs from a provincial course only in its method of delivery, or in that it adds material to enrich the provincial curriculum expectations, will not receive ministry approval as a locally developed course.”

### **References**

Ontario Schools, Intermediate and Senior, Ministry of Education, Ontario, 1984  
Secondary School reform Documents, Ministry of Education, Ontario, 1996-2000  
Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, Ministry of Education, Ontario, 1999  
The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, Ministry of Education, Ontario, 2000  
Guide to Locally Developed Courses, Grades 9 and 10: Approval Requirements and Procedures, Ministry of Education, Ontario, 2000  
Response to the consultation on secondary school reform, LDAO, 1996-2001

## **Policy L14 – Transfer courses**

LDAO advocates that, in addition to the transfer courses that have been developed and approved to enable students who alter their post-secondary plans to transfer from one type of course to another in Grades 10, 11 and 12, as is described in the “Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, Ministry of Education, Ontario, 1999” document, the Ministry of education mandate the development and implementation of transfer courses, as optional credits, to enable students to transfer from locally developed courses in Grades 9 or 10 to applied courses in grade 9 or 10 and from applied courses to academic courses in Grade 9 or 10.

### **Rationale**

The purpose of transfer courses is to assure greater flexibility in programme and course selection for students. Also, as students mature, their goals and interests may change. Introducing transfer courses for Grades 9 and 10 would enhance the level of flexibility available to students.

### **References**

Ontario Schools, Intermediate and Senior, Ministry of Education, Ontario, 1984  
Secondary School Reform Documents, Ministry of Education, Ontario, 1996-2000  
Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, Ministry of Education, Ontario, 1999  
The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, Ministry of Education, Ontario, 2000  
Guide to Locally Developed Courses, Grades 9 and 10: Approval Requirements and Procedures, Ministry of Education, Ontario, 2000  
Response to the consultation on secondary school reform, LDAO, 1996-2001

## **Policy L15 – Remedial courses**

LDAO advocates that, in accordance with the “Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, Ministry of Education, Ontario, 1999” document the Ministry of Education mandate the development and implementation of remedial courses in core subjects by all school boards to assist all students who have failed to meet course expectations and outcomes including failing the Grade 10 literacy course. Such remedial courses must not take the place of appropriate special education programming, services or accommodations for exceptional students.

### **Rationale**

As part of secondary school reform, passing the Grade 10 literacy test has been introduced as a graduation requirement. Further, each student’s transcript is to record all courses attempted, whether the student passed the course or not. As a result of this new requirement for recording courses attempted makes it much more important to provide students with remedial help before retaking any courses or examinations. It is also important to ensure that the availability of remedial help should not take the place of appropriate special education programs and services or access to accommodations, which are based on the student’s strengths and needs.

### **References**

Ontario Schools, Intermediate and Senior, Ministry of Education, Ontario, 1984  
Secondary School Reform Documents, Ministry of Education, Ontario, 1996-2000  
Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, Ministry of Education, Ontario, 1999  
The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, Ministry of Education, Ontario, 2000  
Response to the consultation on secondary school reform, LDAO, 1996-2001

## **Policy L16 – Community Service**

LDAO endorses the introduction by the Government of Ontario of 40 hours of community service as a pre-requisite for high school graduation. LDAO advocates that school boards introduce policies in relation to community service to ensure that:

- the placement is realistic, meaningful and contributes to the student’s learning goals; and
- any necessary accommodations or assistance are provided to exceptional students to facilitate their meeting this requirement

### **Rationale**

The requirement to complete 40 hours of community service as a pre-requisite to high school graduation is a positive step both for the community and students. It is important that the work done by the students is worthwhile and that the students can see both community and personal benefits to doing the work.

In most cases, students identified as having learning disabilities should be able to fulfil this requirement, provided that any necessary accommodations or assistance are provided. School boards must introduce policies in relation to community service to ensure that exceptional students are afforded the same opportunity to assist their community as their non-exceptional peers.

### **References**

Secondary school reform documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L17 – Co-operative Education**

LDAO advocates that co-operative education programs, which may be an integral part of the student’s regular education, be available to all exceptional students with the necessary supports, modifications and accommodations provided to facilitate the student achieving the same outcome as non-exceptional students in the same program.

### **Rationale**

Co-operative education may be a valuable part of any student’s education. Students identified as having learning disabilities must be afforded the same opportunities as their non-exceptional peers. The decision whether or not to pursue co-operative education must be made based on the student’s interest and willingness to participate and not his or her learning disabilities.

In addition, co-operative education may provide additional benefits to students identified as having learning disabilities by:

- illustrating the practical link between what is learned in school and the “real world”, particularly employment opportunities
- enhancing the student’s self-esteem by facilitating success (for example, in a non-academic setting)
- preventing the student from dropping out of school

### **References**

Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L18 – Annual Education Plan**

LDAO endorses the Government of Ontario proposal requiring the preparation of an annual education plan for every student in the public school system in cooperation with a formally assigned teacher advisor. For students with learning disabilities the plan must be prepared with reference to the goals and other information in the student's IEP and, if the student is 14 years of age or older, the student's transition plan.

### **Rationale**

It is beneficial for all students, whether or not they are exceptional, to have an educational and transitional plan in place designed to ensure that the student, his or her parents and teacher know what is expected to happen on an ongoing basis, what the outcomes should be for the student and who is accountable for the student's education. Where a student has an IEP and/or a transition plan already in place, these must be considered in preparing an education plan to ensure consistency of educational methods and goals.

### **References**

Regulation 181/98

Secondary School Reform Documents, Ministry of Education, 1996-99

Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L19 – Guidance Counselling**

LDAO advocates that as an integral part of their secondary school program, all students identified as having learning disabilities be guaranteed access to professional advice, support and counselling in:

- selecting their educational programming
- making decisions about post-secondary education and/or training
- making career choices
- addressing any personal issues which may arise

### **Rationale**

A key part of learning to deal with having a learning disability is gaining a greater understanding of one's learning disability, its implications for education and work and the way in which the student can advocate for the necessary accommodations. Those providing such services must be fully trained. If counselling is required, this service is to be provided by the person most appropriately trained and most compatible with the individual student.

### **References**

"For the love of learning", Report of the Royal Commission on Learning, 1995

Response to the Report of the Royal Commission on Learning, LDAO, 1995

Secondary School Reform Documents, Ministry of Education, 1996-99

Response to the consultation on secondary school reform, LDAO, 1996

## **Policy L20 – Grade Promotion**

LDAO advocates that grade promotion and placement be age appropriate to the greatest extent possible but also determined with regard for a student's physical, intellectual, educational, cultural, emotional and social status. LDAO further advocates that grade promotion be based on policies which include continuous assessment, progress, support, accommodation and evaluation.

### **Rationale**

The setting of rigid standards for “passing” a grade may result in students with learning disabilities having to fail several times. Repeated failure may have a detrimental effect on self-esteem and social relations. This can result in significant long-term problems including truancy, dropping out, and mental health problems. Occasionally students may benefit from repeating one grade. If recommended by the school, parents should carefully consider the implications of such a step in light of their child’s total development. Repeating a grade should be only one of a larger program of accommodation and support for students who are not achieving the same level of achievement as their peers.

### **References**

Education Act, s41

“For the love of learning”, Report of the Royal Commission on Learning, 1995

Special Education Information Handbook, Ministry of Education, 1999 (under preparation)

## **Policy L21 – Class Size**

LDAO advocates that, in addition to the average class size determined in Regulation 118/98, the Ministry of Education legislate an absolute maximum class size for all regular classes, setting out the maximum number of identified exceptional students that may be placed in any one regular class.

### **Rationale**

Regulation 118/98 sets out the average class sizes that school boards must guarantee on a per school basis. However, this does not limit the maximum class size for any given class, and individual classes frequently exceed the target class size of 25 students in an elementary school and 22 in a secondary school. Research and experience have demonstrated that large classes with heterogeneous groups of students do not always provide the optimal learning environment for most students. This situation may be exacerbated if the class also has several exceptional students with severe and complex special needs integrated into the class and the classroom teacher has minimal or no additional help in meeting the needs of all the students in the class. For students with severe learning disabilities such a placement may be particularly inappropriate. In a large heterogeneous class placement their access to appropriate special education programming is likely to be limited. As a result, given that the majority of exceptional students are placed in a regular class room rather than in a self-contained special education class, maximum class sizes and limits on the number of exceptional students in any given class must be introduced to facilitate successful learning for all students.

### **References**

Education Act, s170, Ontario, 1990

Regulation 118/98

Regulation 298, s31

Response to the consultation on class size by the Education Improvement Commission, LDAO, 1998

See also: Appendix H: Glossary of Terms - definitions of special education placements

## **Policy L22 – Prior Learning Assessments**

LDAO advocates the introduction and implementation of a Prior Learning Assessment process for the granting of credits to secondary students who demonstrate competence and mastery in a given subject, provided such students are afforded all necessary accommodations and modifications.

### **Rationale**

Prior Learning Assessment is a system which enables students to be afforded credits where they can demonstrate competence and mastery of a given subject without having to satisfy all the requirements for the granting of credits, such as participating in 110 hours of instruction.

Experience with Prior Learning Assessment in other jurisdictions and within the post-secondary educational system indicates that this process is beneficial for exceptional students, provided that they are afforded any necessary modifications and accommodations.

#### **References**

Secondary School Reform Documents, Ministry of Education, 1996-99  
Response to the consultation on secondary school reform, LDAO, 1996

### **Policy L23 – Access to Computers and Computer Training**

LDAO advocates that students with learning disabilities be given access to and appropriate instruction in the use of computers to facilitate achieving the same degree of competence at all levels of the educational system as their non-exceptional peers. Such training should be delivered by personnel who are knowledgeable in both the general use of adaptive technology and the way specific types of learning disabilities match and benefit from the application of specific types of hardware and software.

#### **Rationale**

Computer literacy is a vital skill for all students at all levels of the educational system: elementary, secondary and post-secondary. For students with learning disabilities access to appropriate computer use and training makes a dramatic difference to their ability to achieve their potential and to be successful in achieving academic success. Similarly, individuals with learning disabilities benefit from access to adaptive technology in vocational training and in an employment setting. Research has identified that individuals with learning disabilities require differentiated training in the use of computers, delivered by staff who are knowledgeable about learning disabilities as well as the way computers can facilitate learning for individuals with learning disabilities.

#### **References**

Correspondence with the Ministry of Education and the Education Quality and Accountability Office about the use of adaptive technology for students with learning disabilities, LDAO, 2000-01  
Secondary School Reform documents, Ministry of Education, 1996-2001  
Response to Secondary School Reform, LDAO, 1996-2001  
LD Specific Transition Document, LDAO, 1999  
Response to the Report of the Royal Commission on Learning, LDAO, 1995  
Response to the Consultation Document on Computers Across the Curriculum, LDAO, 1985