

reach every student
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**Policy/Program Memorandum:
Identification and Program Planning for
Students with A Learning Disability**

Key Messages

Learning Disabilities Working Group

January 20, 2012

January 20, 2012 LDWG Meeting: Key Messages

- PPM 8 on Learning Disabilities was released in 1982. It contains sections that are obsolete and references, resources or programs that are outdated or no longer exist.
- One of the mandate of the Learning Disabilities Working Group's (LDWG) is to review and assess the relevance and currency of PPM 8 and provide advice to the ministry.
- The LDWG reviewed PPM 8 and offered feedback and suggestions at the September and November 2011 meetings that informed the development of a draft PPM on Learning Disabilities that would replace PPM 8.



January 20, 2012 LDWG Meeting: Key Messages

- In addition to the PPM on Learning Disabilities that establishes high level policy requirements for district school boards and school authorities, Guidelines for Programs and Services for Students with a Learning Disability and a repository of resources that have proven to be effective will be developed and released.
- The Draft PPM includes the following sections: Purpose; Definition of Learning Disabilities; Identification of Learning Disabilities; Program Planning for Students Identified with a Learning Disability; Implementation; and Resources.
- The LDWG reviewed the draft PPM on Learning Disabilities and provided feedback to the ministry. The Ministry will take this feedback under consideration in the next draft.



January 20, 2012 LDWG Meeting: Key Messages

- The Ontario Secondary School Literacy Test success rate is improving, but the data is insufficient for informing and differentiating instruction in the classroom.
- *A Vision for Literacy for the Adolescent Learner* is that all students are equipped with the literacy skills to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers in order to achieve personal, career, and societal goals.
- A comprehensive approach to literacy includes: subject-specific competencies, student need based on classroom achievement and individual student needs, literacy to express, think and reflect, and using components of adolescent literacy for deeper understanding and skill acquisition.
- Components of adolescent literacy include critical literacy, metacognition, questioning, strategy, voice and identity.

