



POLICY STATEMENT ON EDUCATIONAL INCLUSION FOR STUDENTS WITH LEARNING DISABILITIES

The following policy statement of the Learning Disabilities Association of Canada (LDAC) was adopted by the Board of Directors of the Learning Disabilities Association of Ontario (LDAO), as recommended by the LDAO Legislation and Policy Committee, on November 17, 2008.

Learning Disabilities Association of Canada (LDAC) Policy Statement on Educational Inclusion for Students with Learning Disabilities (presented to the LDAC Executive Committee in February 2005, the LDAC Board of Directors in June 2005 and ratified on November 26, 2005).

STATEMENT

The Learning Disabilities Association of Canada (LDAC) does not support full educational inclusion or any policies that mandate the same placement, instruction, or treatment of all students with learning disabilities or the idea that all students with learning disabilities must be served only in regular education classrooms at the exclusion of all other special education placement options. LDAC believes that full inclusion, when defined this way, violates the rights of parents and students with disabilities guaranteed by the *Charter of Rights and Freedom* and *Human Rights Codes* which guarantee education equality and freedom from discrimination and rejects the arbitrary placement of all students in any one setting.

LDAC supports the availability of a continuum of education services as prescribed in an individual educational plan for each student with learning disabilities to ensure success and must be flexible enough to meet the changing needs of students with learning disabilities by:

- 1) Providing a range of options and services and diverse learning environments (placements) to meet the specific needs of each student;
- 2) Providing the most enabling environment for that student that will effectively meet the student's best interests socially, emotionally, behaviourally, physically and educationally; and,
- 3) Focus on what is in the best interest of the student and, in that context, consider all the needs of the student as expressed by the student and his/her parents and that of their consulting professionals.

RATIONALE

Because each student with learning disabilities has unique needs, an individualized education plan and placement must be tailored on individual strengths and needs. For one student, the plan may be provided in the regular classroom yet for another student, the regular classroom may be an inappropriate placement and may need alternative

instructional environments, teaching strategies, and/or materials that cannot or will not be provided within the context of the regular classroom environment. The severity and nature of the individual needs should determine the alternative teaching strategies, accommodations, resources, supports and placement required.

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