Support for Students

with Identified Learning Differences









LIKE NO OTHER

LAKEFIELD

COLLEGE SCHOOL

What Accommodations Are Available?

When a student has been formally identified with a learning disability*, academic accommodations will be made based on the student's strengths and needs. Recommendations from internal and external professionals do not guarantee specific accommodations. Reasonable academic accommodations are made based on the nature of the disability, the documentation, and the academic integrity of the courses.

Possible academic accommodations

- Use of computer for tests and exams;
- Extra time on exams (50%);
- Extra time on tests as can be accommodated within the class schedule;
- Formal instruction in learning strategies through credit courses at the Grade 9, 10, 11 and 12 level;
- Evening support during evening study (for boarding students);
- Exemption from required language courses (i.e., Grade 9 French);
- Use of voice-to-text software;
- Use of text-to-voice software;
- Preferential seating arrangements;
- Notetaking support when notes are not available online;
- Removal of penalties for spelling errors in situations where computer use is unavailable;
- Exemption from impromptu oral readings in class. Student can expect to do formal presentations given adequate rehearsal time;
- Access to a basic calculator for all math tests/exams;
- Late completion of graduation requirements. Students who have identified learning differences may petition to attend Closing at LCS provided that they have completed 27 of the required 30 credits.



Strength-focused individual support plans

Learning Strategies credit courses at every grade level



5:1
Student to teacher ratio in Learning Strategies classes



100%
University acceptances

What Documentation Is Required?

In order for your child to receive accommodations, a recent psychoeducational assessment (no more than three to four years old) provided by a professional who is legally qualified to diagnose learning disabilities, is required. In Ontario, for example, the assessment must be provided by a licensed psychologist. If the assessment is not written in English, a certified translation is required.

The assessment should include:

- A specific, clear, diagnostic statement that the individual has a learning disability based on consideration of developmental history, medical and psychological history, academic history, clinical observations, and psycho-metric test scores;
- Demonstrated evidence that the learning disability causes a substantial limitation to learning;
- Results of a comprehensive set of psychological tests which include measures of general aptitude, measures demonstrating a specific information processing deficit(s), and standardized academic achievement measures;
- Evidence of a significant discrepancy between measured intellectual potential and standardized academic achievement tests;
- Evidence to rule out causes for learning difficulties other than learning disability, such as inadequate educational opportunities, emotional difficulties, attention problems, medical conditions, socioeconomic disadvantages, poor study skills, inadequate motivation;
- A description of how the individual's strengths and needs will impact on the challenges he/she faces in present and future activities of his/her daily living;
- Based on the individual's strengths and needs, recommendations for academic accommodations which are clearly linked to the specific learning disability.

If you are arranging a new or updated assessment, be sure to give the list above to the assessor.

** Learning disability is the legal term for a learning difference that necessitates accommodation.*

Setting the Stage for Success

We strongly encourage prospective parents to submit a recent psychoeducational assessment as early in the application/admission process as possible. Once the offer of admission has been accepted, the process of preparing the student's individual plan, called Program Provisions, begins.

The psychoeducational assessment is reviewed by the LCS Learning Support team. Based on this report, a member of the Learning Support team then prepares the student's Program Provisions, outlining the specific learning

challenges and listing the accommodations to be provided for the student, as well as teaching and learning strategies that could prove helpful.

The Program Provisions are presented to the family for review and consent. Once parental consent has been explicitly given, the student's Program Provisions are distributed to the student's teachers and advisor. Whenever possible, this process is completed by the time classes commence in September, but nothing will be distributed to teachers until parental consent has been received, so prompt response to the request for approval is important. The psychoeducational assessment itself is not distributed to teachers.

A student's Program Provisions may be updated from year to year as a student discovers strategies and accommodations particularly well suited to his or her learning needs.

Lakefield College School is a university preparatory school. We are committed to educating graduates who will succeed at university, given appropriate accommodations. Consequently, we do not modify the academic program as part of accommodating the needs of identified students. Students with identified learning differences must complete all course assignments and tests required of other students in a course.

In our teaching, in our IT integration, in the curriculum, and in our learning support structures, we follow many of the principles of differentiated instruction.

These principles include:

- delivering course content using a variety of strategies;
- making as much course material as possible available online, including daily logs for each course;
- providing multiple means for students to demonstrate knowledge; and
- offering a caring, supportive, flexible school environment which values the individuality of each student.

We recognize that students with identified learning differences may also require additional support, and this brochure outlines our commitment to providing these learning needs.

For further information:

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