

## Definition of population to be served by the *Teaching and Evaluation Centre*:

In May 2002, the Ministry of Education adopted the following definition of Learning Disabilities, adapted from the definition developed by the Canadian Learning Disability Association (January 2002).

“*Learning disabilities*” refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual disabilities.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering, or learning. These include, but are not limited to; language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g., planning and decision making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

**Oral language** (e.g., *listening, speaking, understanding*);

**Reading** (e.g., *decoding, phonetic knowledge, word recognition and comprehension*);

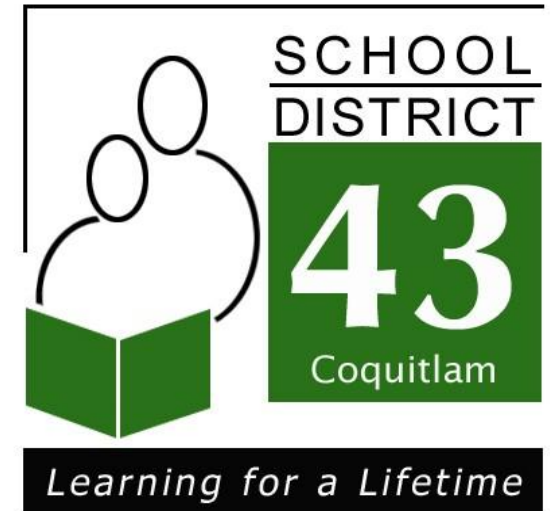
**Language** (e.g., *spelling and written comprehension*);

**Mathematics** (e.g., *computation, problem solving*).

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Learning disabilities are lifelong. The way in which they are expressed may vary over an individual’s lifetime, depending on the interaction between the demands of the environment and the individual’s strengths and needs. Learning disabilities are suggested by unexpected academic underachievement, or achievement which is maintained only by unusually high levels of effort and support.

Learning disabilities are due to genetic and/or neurobiological factors or injury that alters brain functioning in a manner that affects one or more processes related to learning. These disorders are not due primarily to hearing or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation or inadequate or insufficient instruction, although these factors may further complicate the challenges faced by individuals with learning disabilities. Learning disabilities may co-exist with various conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.



# TEACHING & EVALUATION CENTRE *At a Glance*

*A Resource for Schools,  
Parents and Students*

**Student Services Department**  
School District No. 43 (Coquitlam)  
1100C Winslow Avenue  
Coquitlam, BC

**604-937-6386**

# Teaching and Evaluation Centre



## What is the *Teaching and Evaluation Centre*?

- ◆ Provides programs for students with diagnosed learning disabilities in language arts.
- ◆ Provides in-depth educational assessment and programming
- ◆ Facilitates student understanding, acceptance and responsibility for academic difficulties
- ◆ Encourages and teaches self-advocacy skills and learning strategies
- ◆ Promotes active parent involvement to encourage on going success
- ◆ Works with the referring school to provide recommendations that can be used in the student's individual education plan (IEP)

## Where is the *Teaching and Evaluation Centre* offered in School District No. 43?

The *Teaching and Evaluation Centre* is located at Birchland Elementary School. The program is offered three terms per year: Fall, Winter and Spring. Students attending are provided with taxi transportation to and from Birchland Elementary.

## How do students access the *Teaching and Evaluation Centre*?

The *Teaching and Evaluation Centre* is for students in **Grades 4 through 8** with a significant, diagnosed learning disability in the area of Language Arts. School-Based Teams are invited to refer students to the *Teaching and Evaluation Centre* using a referral form and checklist available from your Student Services Zone Coordinator.

## Who is eligible to apply for the *Teaching and Evaluation Centre*?

Students who are referred must meet the following criteria in order to be considered for screening:

- ◆ Enrolled in Grades 4 - 8
- ◆ Have a psychoeducational assessment
- ◆ Have average or above average intellectual ability
- ◆ Demonstrate significant discrepancy between estimated potential and current academic achievement and/or persistent difficulties in the acquisition of reading and/or written expression skills
- ◆ Demonstrate minimal academic progress in spite of documented alternate teaching strategies and additional district support
- ◆ Have commitment of home school for continued involvement with the student

**Please note:** *Consent of parent / guardian is required.*

### Referral deadlines are:

May for September intake  
November for January intake  
February for April intake

Contact: Zone Coordinators, Student Services  
(604-937-6386)

## What does the *Teaching and Evaluation Centre* look like?

Students attend the *Teaching and Evaluation Centre* daily from 8:30 - 11:45 a.m. for a period of 8 to 10 weeks. Parents attend approximately 6 meetings per term, ensure student attendance, and support their child with daily homework assignments.

Teachers are invited to attend an Open House early in the program. They also observe the program towards the end of the term. Upon completion of the program, final reports are written and shared with the students, parents, and the appropriate personnel from each home school. This report summarizes student progress and identifies areas for further support.

## History of the *Teaching and Evaluation Centre* in School District No. 43:

School District No. 43 began the *Teaching and Evaluation Centre* in 1996. Between two classes, the learning and development of 72 students is supported each year.