

Criteria for General Learning Program (GLP)

The General Learning Program (GLP) is for a student who has been identified as having a Mild Intellectual Disability and whose cognitive and adaptive skills have limited them in overcoming learning challenges. The student is deemed to require an intensive specialized program.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

Designation:	Junior, Intermediate, Secondary
Class Size:	Up to 16 students
Resources:	One teacher with special education qualifications, and one educational assistant

Referral Criteria:

Cognitive Profile

- demonstrates impairment in both cognitive and adaptive functioning; and
- may have a diagnosis of an Intellectual Disability (Mild) as specified by DSM-5 incorporating assessments of both adaptive and cognitive functioning. Provisional diagnoses are acceptable especially with children under 10 years of age

Academic Profile

- working primarily on IEP goals/expectations which include modified and/or alternative learning expectations;
- requires program emphasis on developing daily living/adaptive skills, school functioning and work skills (secondary);
- Junior: working two years or more below grade level in reading, writing and mathematics;
- Intermediate: working three years or more below grade level in reading, writing and mathematics; and
- Secondary: working four years or more below grade level in reading, writing and mathematics, and the student's learning profile suggests a certificate pathway (i.e., mainly a non-credit program), rather than a diploma pathway

Social/Behavioural Profile

- may demonstrate a range of emotional, social and/or behavioural difficulties related to their developmental profile (e.g., significant difficulty with communication, social interactions with peers and/or adults, basic daily living skills/adaptive functioning, emotional/self-regulation) but they are not the primary presenting concerns

Required Documentation

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- adaptive functioning assessment completed within the past 12 months;
- educational assessment within the last 12 months (English WIAT-III preferred);
 - clinician report;
 - record form; and
 - student response booklet
- writing samples (e.g., classroom-based writing samples); and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

Additional Documentation (if available or appropriate)

- current report card;
- current IEP;
- additional assessment reports (e.g., most recent medical, speech-language/communication, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work); and
- list of community agencies involved with student (e.g., Crossroads Children's Mental Health Centre, CHEO)

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.