

## **COUNCIL - SEPTEMBER 25, 2012**

### **PROCLAMATION REQUEST** **LEARNING DISABILITIES AWARENESS MONTH**

#### **Recommendation**

The City Clerk recommends:

- 1) That October 2012 be proclaimed as "Learning Disabilities Awareness Month"; and
- 2) That the proclamation be posted on the City's website and published on the City Page Online.

#### **Contribution to Sustainability**

N/A

#### **Economic Impact**

N/A

#### **Communications Plan**

The Corporate Communications Department posts proclamations issued by the City on the City's website under "Events – Proclamations" and on the City Page Online.

#### **Purpose**

The purpose of this report is to respond to the request received from the Executive Director of the Learning Disabilities Association of York Region.

#### **Background - Analysis and Options**

The correspondence from the Executive Director of the Learning Disabilities Association of York Region, received September 19, 2012 is attached. (Attachment 1) This request was received too late to be placed on the last Committee of the Whole meeting Agenda. Due to the time-sensitivity of the proclamation to proclaim October 2012 as "Learning Disabilities Awareness Month", we respectfully request that Council ratify the action taken.

The proclamation request meets the requirements of the City's Proclamation as follows:

"That upon request, the City of Vaughan issue Proclamations for events, campaigns or other similar matters:

- (i) Which are promoted by any organization that is a registered charity pursuant to Section 248 of the Income Tax Act"

The Learning Disabilities Association of York Region is a member of the Learning Disabilities Association of Canada (LDAC) which is a registered charitable organization. Their mandate is to raise awareness and celebrate the unique achievements and capabilities of people living with learning disabilities. The focus on this year's campaign is on adolescents and adults with learning disabilities as well as their families and friends. The campaign also seeks to encourage young people to reach their fullest potential.

### **Relationship to Vaughan Vision 2020/Strategic Plan**

This report supports the strategic priorities established by Vaughan Vision 20/20 Strategic Plan:

Service Excellence

- Promote Community Safety, Health & Wellness

### **Regional Implications**

N/A

### **Conclusion**

Staff is recommending that October 2012 be proclaimed as "Learning Disabilities Awareness Month", and that the proclamation be posted on the City's website and on the City Page Online. Given that the next meeting of Council is on October 30, 2012, this report recommends that Council ratify the decision at its meeting of September 25, 2012.

### **Attachments**

Attachment 1 Correspondence from the Executive Director of the Learning Disabilities Association of York Region, received September 19, 2012

### **Report prepared by**

Connie Bonsignore, Administrative Assistant to the City Clerk

Respectfully submitted,

Jeffrey A. Abrams  
City Clerk



**ldayr • Learning Disabilities  
Association of York Region**

*The right to learn, the power to achieve*

Resource Centre  
11181 Yonge Street Unit 221  
Richmond Hill, Ontario L4S 1L2  
Phone: (905)884-7933 Fax: (905)770-9377

Tuesday, September 19<sup>th</sup>, 2012

Mayor of Vaughan  
Maurizio Bevilacqua

2141 Major Mackenzie Drive  
Vaughan, Ontario  
L6A 1T1

Dear Mayor Maurizio Bevilacqua:

October is Public Awareness Month for Learning Disabilities across Canada. This year's campaign theme in Ontario is '*Putting a Face to Learning Disabilities.*' This theme focuses on adolescents and adults with Learning Disabilities as well as their families and friends.

The campaign seeks to encourage young people to reach their fullest potential.  
**The right to learn, the power to achieve.**

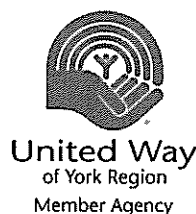
The Learning Disabilities Association of York Region is requesting the Town of Vaughan to declare October as Learning Disabilities Public Awareness Month.

As part of this campaign, please share the posters as well as the myths and facts. If you have further questions please contact me at 905-884-7933, extension 22.

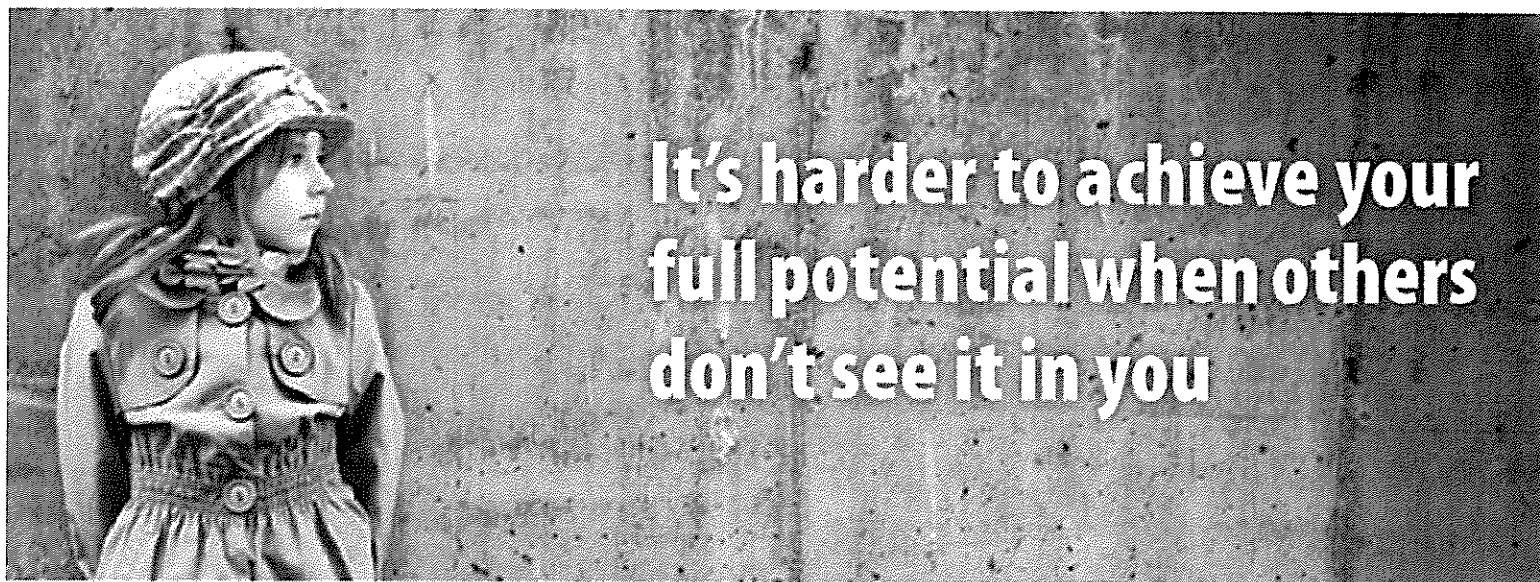
*Learning Disabilities are complicated. Helping isn't.*

Sincerely,

Lynn Ziraldo  
Executive Director  
905-884-7933, extension 22



**RECEIVED**  
**SEP 19 2012**  
**CLERK'S DEPT.**



**It's harder to achieve your  
full potential when others  
don't see it in you**



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## **Learning Disabilities Association of York Region**

11181 Yonge St, Suite 221  
Richmond Hill, On. L4S 1L2  
(905)884-7933 X 22  
Fax (905)770-9377  
[www.ldayr.org](http://www.ldayr.org)

**October is LD Public  
Awareness Month.**

**Learning Disabilities are  
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[www.youtube.com/ldacacta](http://www.youtube.com/ldacacta)  
[www.ldac-acta.ca](http://www.ldac-acta.ca)

Each and every day, Canadians with learning disabilities (LD) face the challenge of learning and processing information with courage and determination. What they don't need is the added challenge of having to explain LD to classmates, colleagues and employers.

## **It's time to release the power...**

The Learning Disabilities Association of Canada (LDAC) and its member organizations across the country plan to set the record straight on LD and the people who live with them. It's time for all Canadians to not only understand LD but to celebrate the unique achievements and capabilities of people living with LD.

*Misperceptions about LD can foster barriers between people.  
Together we can bring them down.*

## **Will you join us?**

*Imagine a world without the stigma of learning disabilities...  
If we can imagine it, we can do it.*



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your full potential  
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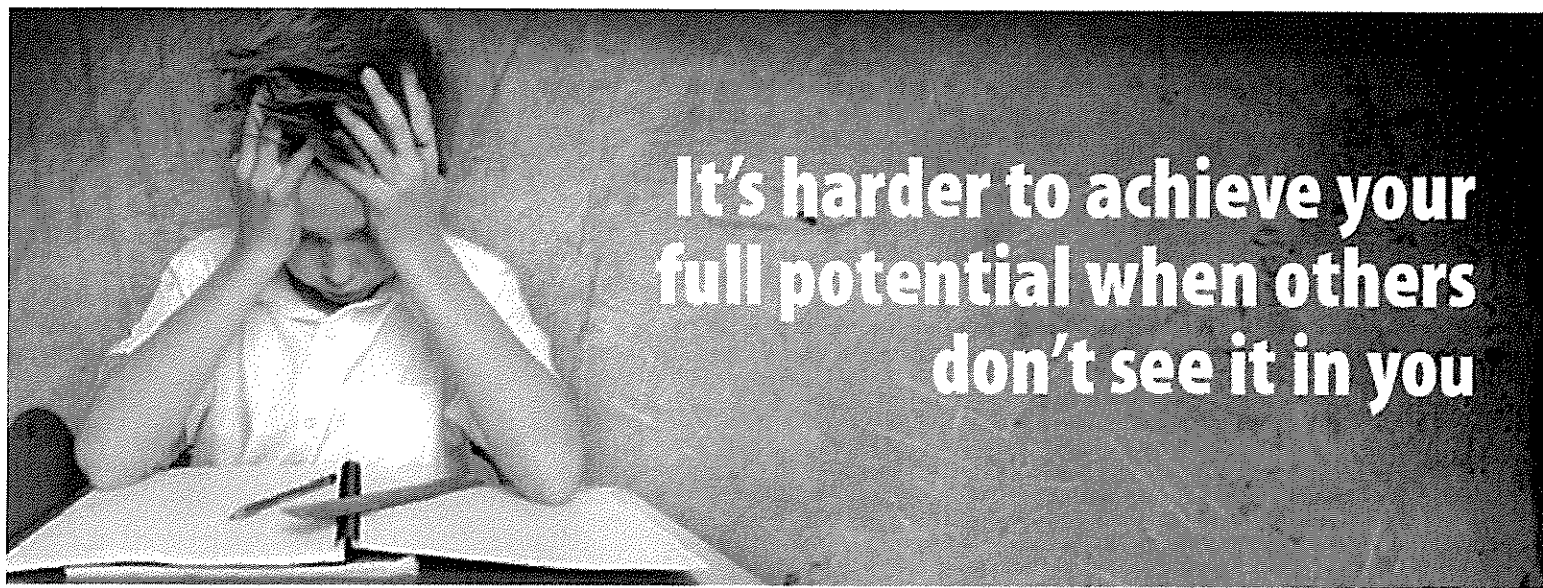
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## Myths and Facts about LDs

1. **Myth:** Learning disabilities (LDs) do not really exist.

**Fact:** LDs are real. Recent research indicates neurological differences in the brain structure and function for people who have learning disabilities.

2. **Myth:** Learning disabilities are all the same and/or easily understood.

**Fact:** Learning disabilities are *complicated*. The extent of their impact and the areas of learning they affect vary greatly from person to person; combine in any variety of ways; and vary depending on context.

Helping is *not* as complicated: people with LDs need to determine which modes of learning work well for them, and use these strengths to compensate for the areas affected by their LD.

3. **Myth:** Students with LDs can not learn.

**Fact:** Students with LDs can be successful learners, at all levels and in any situation, by compensating for their weaknesses by using their strengths; by using alternative, individualized teaching and learning materials and methods; and by choosing tasks that suit themselves.

4. **Myth:** More boys than girls have learning disabilities.

**Fact:** Although four times as many boys as girls are identified as having LDs by schools, research studies suggest that many girls who are not identified also have the most common form of learning problem - difficulty with reading. Many girls' learning difficulties are neither identified nor treated - possibly because boys who are struggling are, in general, more disruptive in classes.

5. **Myth:** Students with LDs are just lazy.

**Fact:** Students with LDs generally have to spend more time to adequately complete school assignments. This extended effort can often lead to difficulties in completing assignments on time, maintaining course requirements such as tutorial reading and studying. These difficulties should not be misinterpreted as 'laziness'.



6. **Myth:** Students diagnosed with LDs at school age should have outgrown them by adulthood.  
**Fact:** LDs are a lifelong condition. If the diagnosis of a learning disability in childhood is accurate, the disability will endure into adulthood. Specific learning strategies and adjustments can be developed to address problems, and can make it so that LDs are not a pressing issue, but the learning disability itself remains.
  
7. **Myth:** Learning disabilities are a school issue.  
**Fact:** LDs affect one or more modes of learning, *anywhere that mode is used*. LDs tend to be noticed most often when they impact on school-learning, but exist in all areas of life – work, family, relationships, etc.
  
8. **Myth:** Accommodating the needs of students with LDs in schools is too difficult, time consuming and expensive.  
**Fact:** Accommodations implemented for students with LDs are also generally good examples of universal learning strategies. They can improve teaching and learning, not just for students with LDs, but also for the overall student population and other minority groups, such as people from a non-English speaking background. Teachers can also benefit from this approach by developing a range of flexible teaching and learning strategies that can be implemented in a number of different environments.
  
9. **Myth:** Providing academic adjustments such as accommodations and individualized teaching gives students with LDs an unfair advantage over other students.  
**Fact:** Academic adjustments are determined on identified deficit's resulting from a student's LDs. Adjustments ensure equal and fair participation in a learning environment and ensure actual learning is recognized. Students with LDs are required to meet the same academic standards as their peers.
  
10. **Myth:** LDs can be cured.  
**Fact:** There have been occasional claims by individuals of “curing” learning disabilities in various ways. Learning disabilities are a life-long condition; many people learn to successfully cope with their LDs to such an extent that it is no longer an issue for them, and certain intensive study methods do help some people, but there is no researched evidence that one person’s solution will work for all.