



BRIDGING HOME & SCHOOL

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System Principal (K to 12)





Provincial Context

Bill 82 (1980) - Provisions for Special Education

- **All students can learn.** Some students have special needs that **require supports beyond those ordinarily received** in the school setting.
- In Ontario, students who have **behavioural, communicational, intellectual, physical or multiple exceptionalities**, may have educational needs that cannot be met through regular instructional and assessment practices.
- These needs may be met through **accommodations, and/or an educational program that is modified above or below the age-appropriate grade level expectations** for a particular subject or course.



Provincial Context

Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.

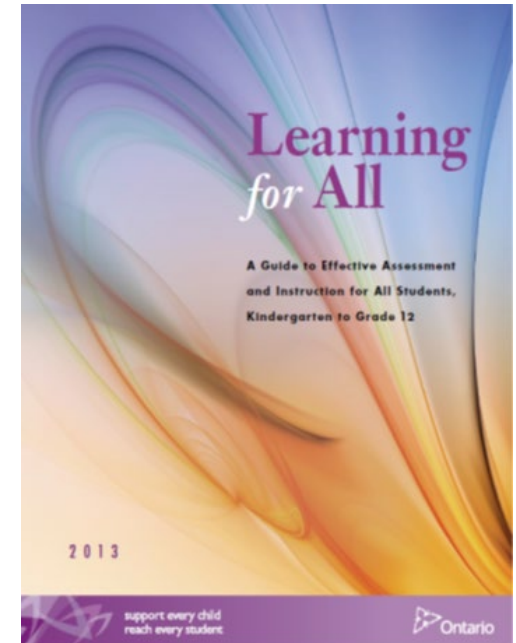
- **Ensuring Equity**: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
- **Promoting Well-Being**: All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
- **Enhancing Public Confidence**: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generation



Provincial Context

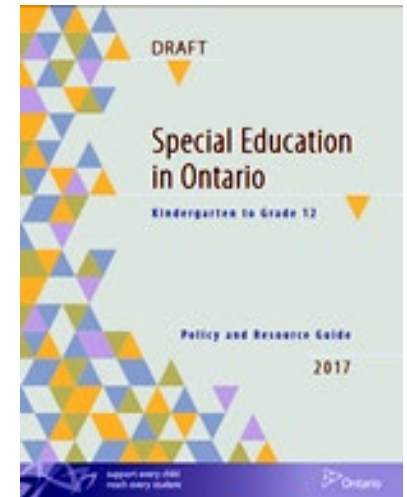
We believe everyone can succeed in a culture of high expectations when we:

- Support the whole child, ensure equity
- Tiered Approach to Intervention
- Differentiated Instruction (DI) to meet the needs of all learners through intentional, precise planning of assessment and instruction
- Universal Design for Learning (UDL) to intentionally meet the needs of all learners



Special Education in Ontario

- Part A - Legislation, Policy and Funding
- Part B - Standards for School Boards' Special Education Plans
- Part C - Early Identification, Assessment and Transition Planning
- Part D - The Identification, Placement and Review Committee (IPRC) Process
- Part E - The Individual Education Plan (IEP)
- Part F - Other Programs and Services



EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

OCDSB Special Education Context

- Total Enrolment: **73,000 (approximate)**

- Total Number Students Identified: **5875**

- Total Number of students on an IPRC / IEP: **15,087** (approx. 20%)

- Total Number of Students Non-Identified (IEP only): **9212**

- **83.6%** of students with an IEP are served in the regular classroom



OCDSB Learning Support Services

Central Supports

Professional Support Staff:

- Psychologists
- Social workers
- Speech & Language Pathologists
- Board Certified Behaviour Analyst

Educator Supports:

Learning Support Consultants

Itinerant Teachers:

- Blind/Low Vision
- Deaf/Hard of Hearing
- Assistive Technology
- Social / Emotional Learning

Support Staff:

- Educational Assistants
- Itinerant Educational Assistants
- Central Emergency Educational Assistants
- Early Learning Educational Assistants
- Applied Behaviour Analysis Coordinator



OCDSB Learning Support Services

School-Based Support

Elementary (K-8):

- Learning Support Teachers (LST)
- Learning Resource Teachers (LRT)
- Student Success Teachers (SST)
- Educational Assistants (EAs)

Secondary (9-12):

- Learning Support Teachers (LST)
- Guidance Teachers
- Student Success Teachers (SST)

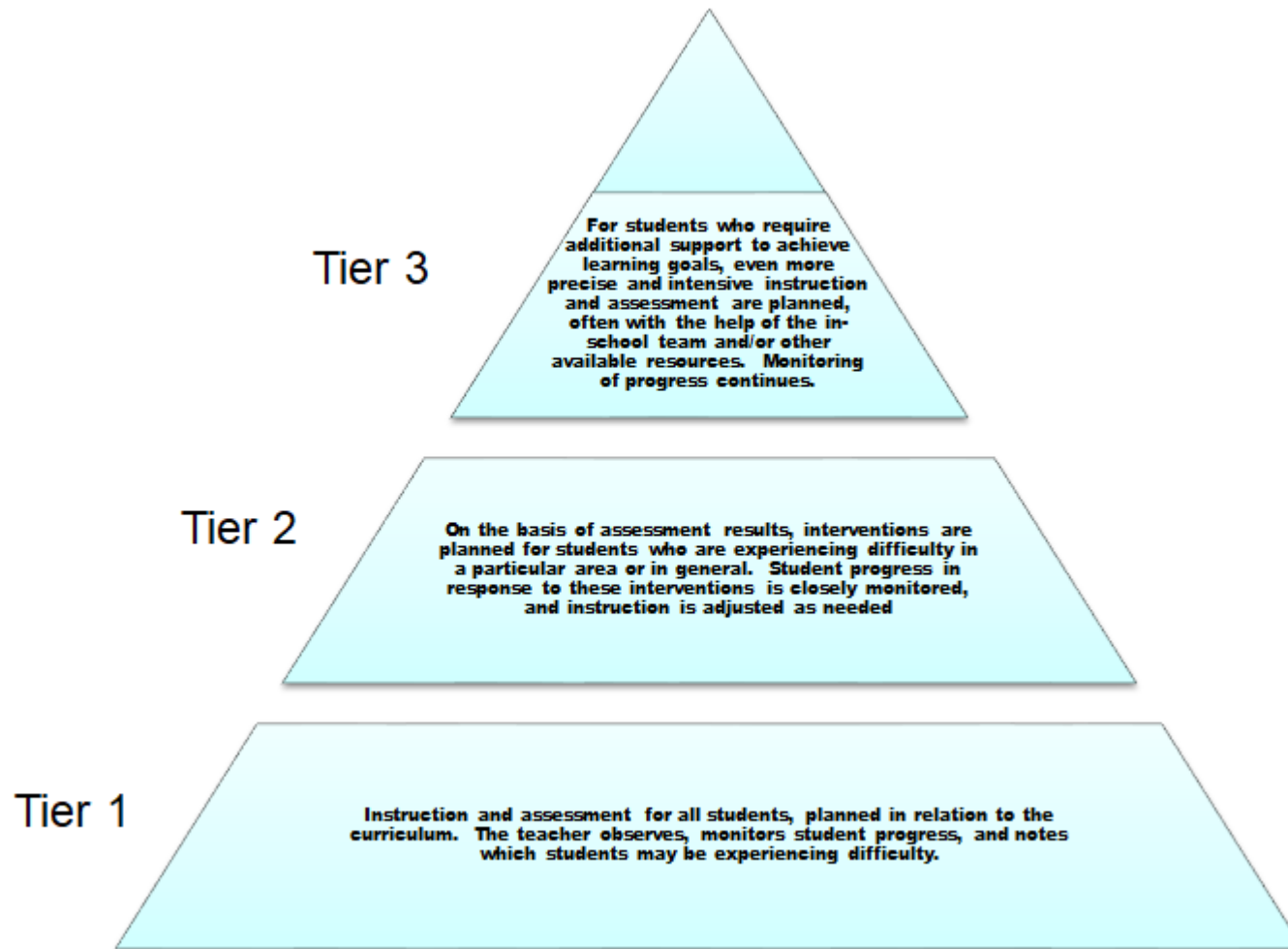


School Multi-Disciplinary Teams

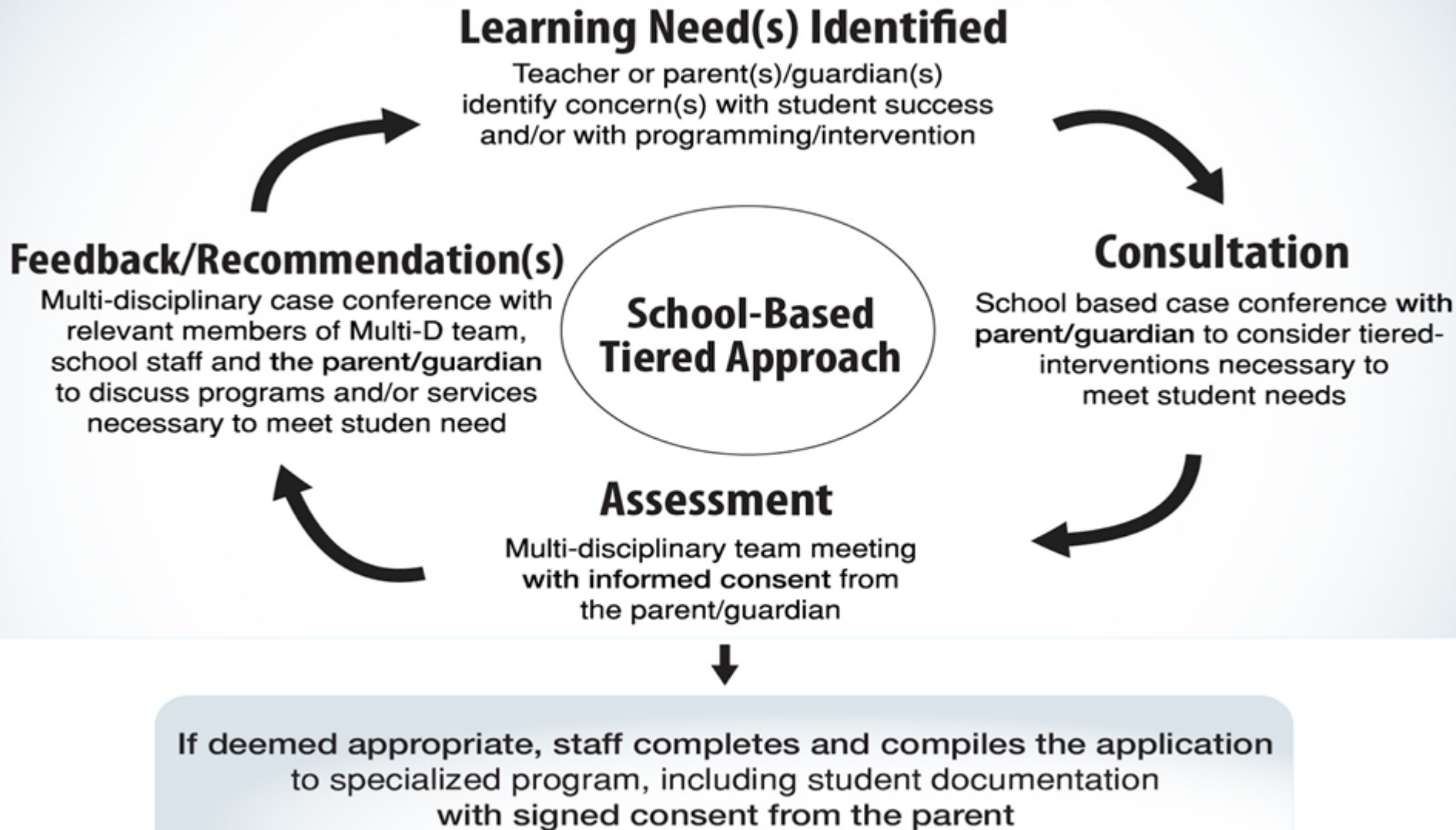
- Each school is supported with a Multi-D team consisting of:
 - Principal/Vice-Principal, LST/LRT, Teacher, ECE, EA, psychologist, social worker, SLP, and sometimes, the parent/guardian
- Purpose:
 - core service to schools
 - “trouble-shooting” conversations
 - review progress and suggest next steps
 - involvement of parents; feedback to parents



Tiered Approach to Intervention



Tiered Approach to Intervention



Tier 1

Where: Regular Classroom

Who: Collaboration between classroom teacher, LST, LRT, ESL, ECE, EA, Parent / Guardian

What: Differentiation in instruction, environment & assessment, classroom observation & tracking, information gathering: parents, OSR, student work, teacher diagnostics, etc.

The teacher:

- creates student/class profiles;

- uses Universal Design for Learning to plan instruction, from the beginning, to provide means and pedagogical materials that are tailored to draw on student strengths;

- uses Differentiated Instruction to offer choice in products and/or processes, to respond to learning styles, interests and readiness with multiple points of entry for learning.



Tier 2

Where: Community School

Who: Teacher, LST, LRT, ESL, ECE, EA, Multi-Disciplinary Team member, Behaviour Support Team, Parent/Guardian

What: Differentiation in instruction, environment & assessment, Classroom observation & tracking, Information gathering: parents, OSR, student work, teacher diagnostics, etc.

The **teacher:**

- provides targeted and more precise instruction with documentation (e.g., structured teaching, technology, Levelled Literacy Intervention, etc.);

- considers development of IEP

Possible Outcomes:

- Develop & implement Individual Education Plan

- Referral to central team/supports (e.g., ASD Team, IEA, etc.)

- Booster groups at the school



Tier 3

Where: Community School or other program

Who: Multi-Disciplinary Team, Teacher, LST, LRT, ESL, ECE, EA, Multi-Disciplinary Team member, Behaviour Support Team, Parent/Guardian

What: Multi-D Team Referral with parental consent

The **teacher:**

- Implements and monitors strategies

- Gather and record data

Possible Outcomes:

- Additional supports provided

- Psycho-educational assessment

- Referral to a specialized team (e.g., Urgent Care Team, Empower, etc.)

- Referral to a specialized program class

- Referral to Care & Treatment Day Treatment



Early Learning

To **support student success in the early years**, Learning Support Services allocates staff to specific early learning initiatives and programs.

Our services include:

Assisting with the **identification of underdeveloped** communication cognition, social/emotional, and physical **skills** for classroom programming purposes,

A **formal intake process** for students with Autism Spectrum Disorder and/or Developmental Disabilities, who are new to the OCDSB, to support the transition to school,

Support and training to educator teams and parents of kindergarten students with severe oral language difficulties,

Supporting Kindergarten teams by providing **communication tools and visual supports to be used by students.**

Promoting the engagement of early learners in the active process of reading, by **training high school students to read with younger students** using high yield literacy strategies.



**Early
Learning**

OCDSB Mental Health and Addiction Strategy

The strategy is **based on identified strengths and needs** across the District, includes a **plan to build capacity** in mental health awareness, literacy and expertise, to implement **evidence-based mental health promotion and prevention** programming, and to **support students** with mental health challenges.



Final Thoughts...

We are committed to **Learning for All**. We believe everyone can succeed in a culture of high expectations when we:

- **Support the whole child,**
- **Ensure equity,** and
- **Differentiate** to meet the needs of **all learners** through intentional, precise planning of assessment and instruction.



Session Resources

- [OCDSB Special Education Plan 2017-2018](#)
- [Achieving Excellence: A Renewed Vision for Education in Ontario](#)
- [Learning for All, 2013](#)
- [Including Students with Special Education Needs in FSL Programs](#)
- [Special Education Advisory Committee \(SEAC\)](#)
- [Special Education in Ontario, Kindergarten to Grade 12 - Policy and Resource Guide](#)
- [Learning for All - K - 12 Professional Learning, Facilitator's Guide](#)

Questions?

