

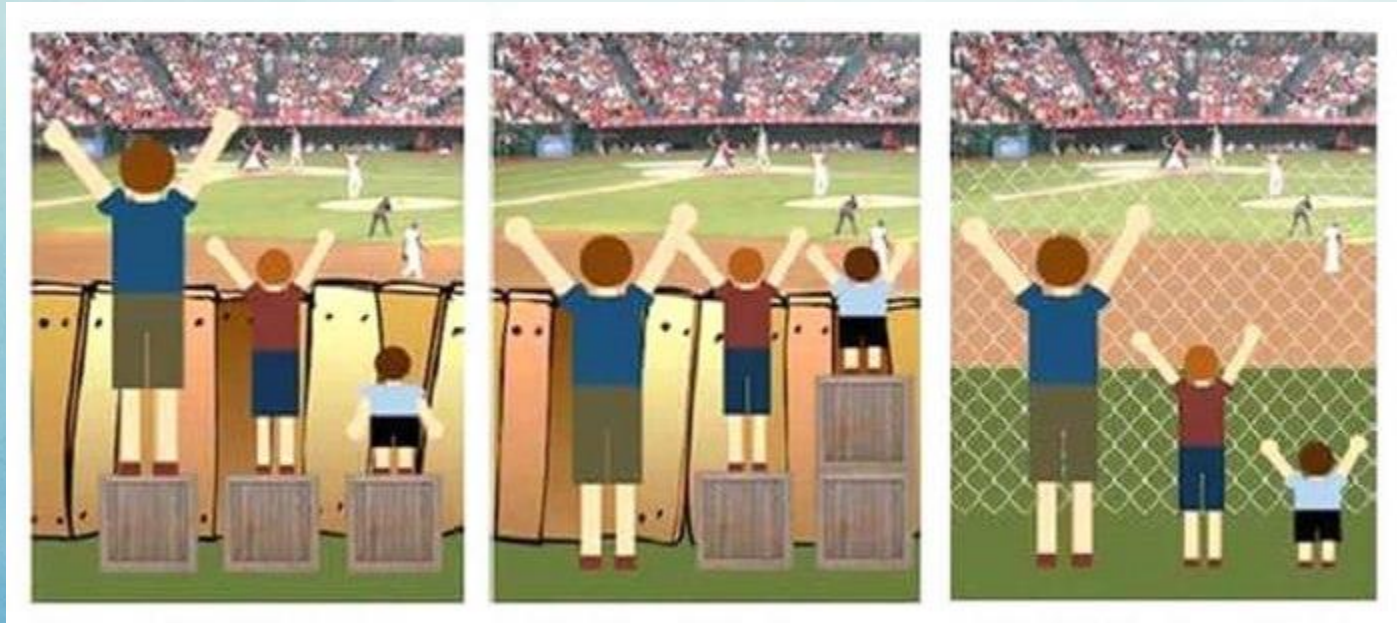
OCDSB Learning Support Services

Understanding and Navigating the
Process for Children with Special
Education Needs

November 18, 2017



Equality, Equity and Removing Systemic Barriers



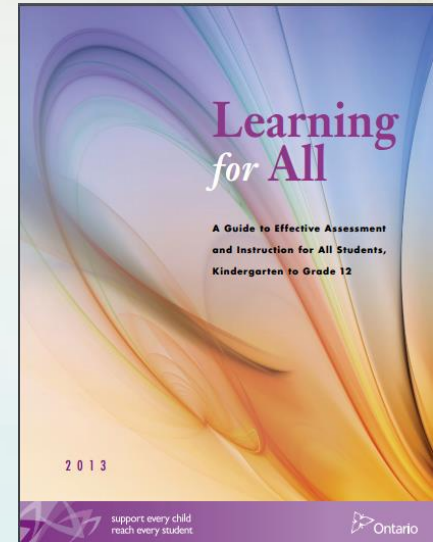
Shared Beliefs

All students can learn.

Each student has his or her own
unique patterns of learning.

Classroom teachers are key educators
for a student's literacy and numeracy
development.

Fairness is not sameness.



Special Education Advisory Committee (SEAC)

A SEAC is a **mandatory committee** of every Ontario school board. It is **comprised of trustees and representatives of local associations** that further the interests and well-being of exceptional children or adults. The role of the SEAC is **to make recommendations to the Board**. The recommendations help ensure that exceptional pupils served by the Board receive the special education programs and services that meet their needs.

The defined areas in which SEAC can take on responsibilities or offer recommendations to the OCDSB:

- Any matter that affects the **establishment, development and delivery of special education programs and services** for pupils of the Board
- Participation in the **Board's annual review of its Special Educational Report** and the **Board Improvement Plan**
- Participation in the **Board's annual budget process** as it relates to **special education**
- Review of the financial statements of the Board as they relate to special education
- **Sharing of information with parents**



Is my child experiencing difficulty?

- Is your child experiencing difficulty with school work?
- Is your child avoiding school work?
- Is your child avoiding attending school or complaining about being sick?
- Does your child's school work not match his or her ability level?



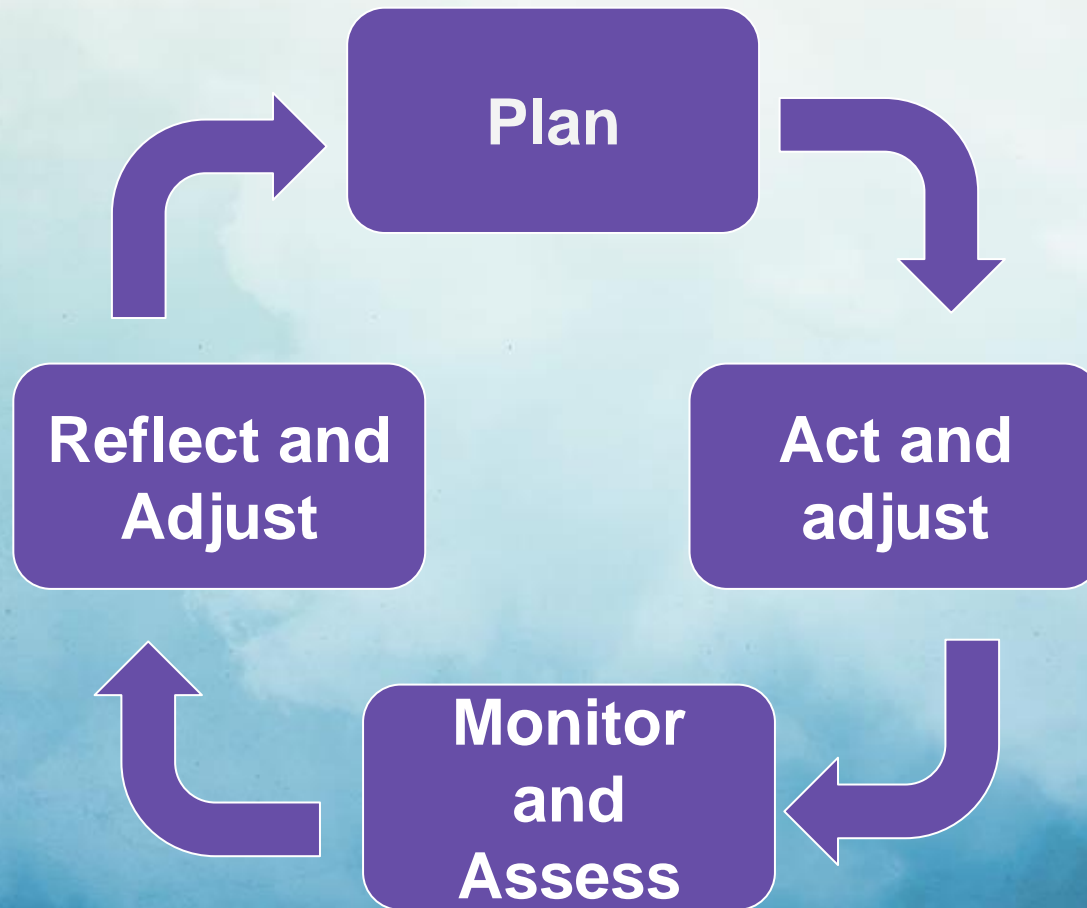
What should I do if I have concerns about my child's learning or behaviour?

- Talk to your child's teacher.
 - What are your child's strengths?
 - What are the areas of concern you are noticing?

Each student has his or her own unique patterns of learning.

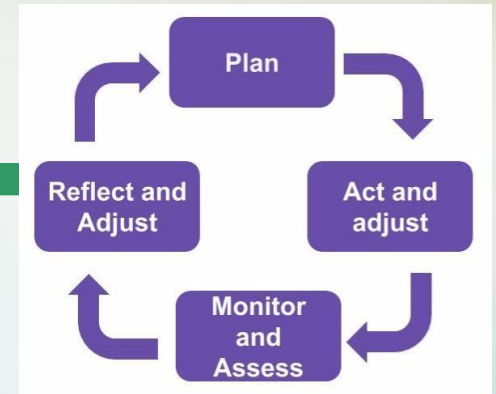


Tiered Intervention Process



Tier 1:

- Who?
 - Classroom Teacher
 - Learning Support Teacher (LST) / Learning Resource Teacher (LRT)
 - Parents
- What?
 - sound instruction based on successful, evidence based practices for all students
- Where?
 - Regular Classroom
- How?
 - Monitor progress
 - Flag learners who are experiencing difficulty
 - Provide differentiated instruction



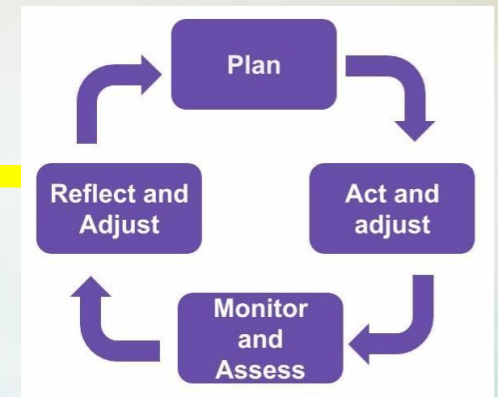
School-Based Human Resource Supports “In-School Team”

- Principal
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT)
- Educational Assistant (EA)
- Registered Early Childhood Educator (RECE)



Tier 2:

- Who?
 - Same as Tier 1, plus In-School Team*
- What?
 - responds to students who have not progressed satisfactorily with Tier 1 instruction and interventions.
- Where?
 - Regular Classroom
- How?
 - More intensive intervention
 - An Individual Education Plan may be implemented with supports and changes to program



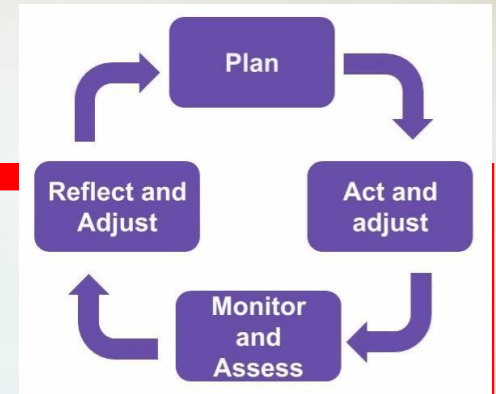
Multi-Disciplinary Team

- In-School Team
- Psychologist
- Social Worker
- Speech, Language Pathologist
- Learning Support Consultant



Tier 3:

- Who?
 - Same, plus Multi-Disciplinary Team*
- What?
 - Students who do not respond to instructional efforts during Tier 1 and Tier 2 processes.
 - Referral for more extensive assessment
- Where?
 - Regular Classroom, assessment locations within the school
 - Some withdrawal for booster skills
- How?
 - Formal Assessment
 - Classroom observations by multi-d team
 - An IEP is developed outlining more specialized instruction



What is my role in the process?

- Share concerns and observations
- Maintain communication
- Ask questions
 - Is there a plan in place to adjust instruction or support in the classroom?
 - Who is involved?
 - What are the results or observations?
 - Where are we at in the process?
- Follow up on referrals



Individual Education Plans (IEP)

- An IEP is a written plan describing the special education program and/or services required, based on an assessment of the student's ability to learn and demonstrate learning.



Individual Education Plans (IEP)

- Accommodations
(ACC)
- Modifications
(MOD)
- Alternate Expectations
(ALT)



What to look for in your child's IEP

- Assessment Information
- Strengths and Needs
- ACC / MOD / ALT programs
- Instructional, Environmental and Assessment Accommodations
- Goals and expectations (MOD / ALT)
- Human Resources
- Consultation Log
- Principal's Signature



Identification and Placement Review Committee (IPRC)

Students may be formally identified as exceptional pupils as defined by the Ontario Ministry of Education through an IPRC.

Under Regulation 181/98 of the Education Act the IPRC will:











- Decide whether or not the student should be identified as exceptional;
- Identify the areas of the student's strengths and needs of the exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide an appropriate placement for the student; and
- Review the identification and placement at least once in each school year.



In Summary

- If you become concerned, speak to school staff to share concerns and initiate process.
- Maintain communication and ask questions.
- Follow up on referrals.
- Use resources, such as:
 - In-School Team
 - *Understanding Special Education in the OCDSB*
 - *Identification, Placement and REview Committee Parent Guide*



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|---|---|---|--|---|---|
|  | GOAL-ORIENTED |  | AN ETHICAL DECISION-MAKER |  | ACADEMICALLY DIVERSE |
| AN EFFECTIVE COMMUNICATOR |  | When I grow up I want to be... <i>My future begins at the OCDSB!</i> | | DIGITALLY FLUENT |  |
|  | RESILIENT | | |  | INNOVATIVE & CREATIVE |
| GLOBALLY AWARE |  | A CRITICAL THINKER |  | COLLABORATIVE |  |