

Special Education- Understanding and Accessing Support for Your Child

Kate Stoudt- System Principal of Learning Support Services



OCDSB Parent Involvement Committee



Parent Conference 2022
Reconnect & Renew

Indigenous, Equity and Human Rights Roadmap- 2020-2023

Indigenous, Equity and Human Rights Roadmap



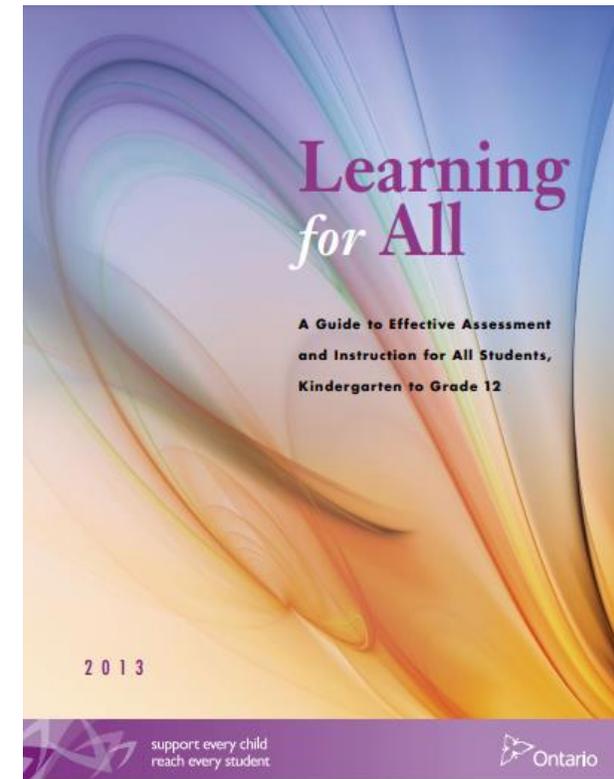
Eliminating Barriers to Success
2020-2023

The OCDSB has a strong commitment to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do.

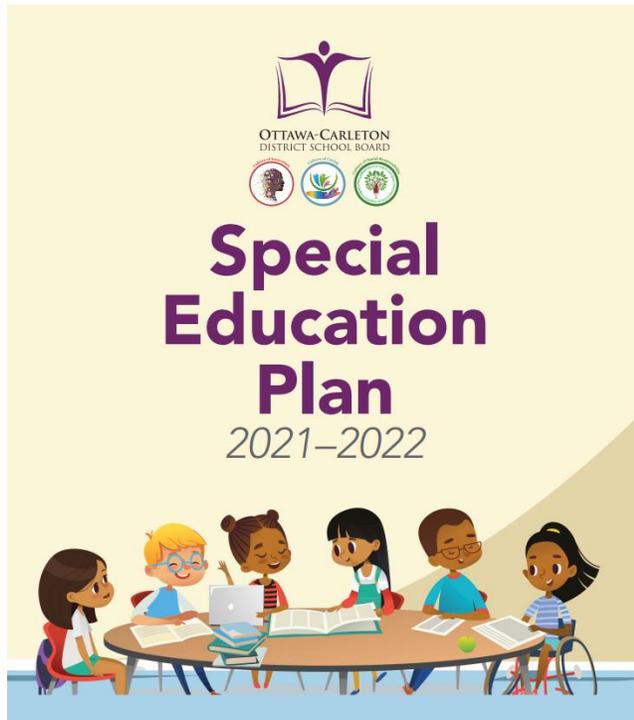
Learning for All

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
- Work together



Special Education in the OCDSB



Special Education Policy (P.096.SES)

The District believes every student is able to learn and to benefit from learning, and upholds the right of each student with special needs to an instructional program appropriate to that student's needs which enables him or her to achieve to the best of his or her ability.

Students with Special Education Needs



All Children Can Learn!

Supporting Learners

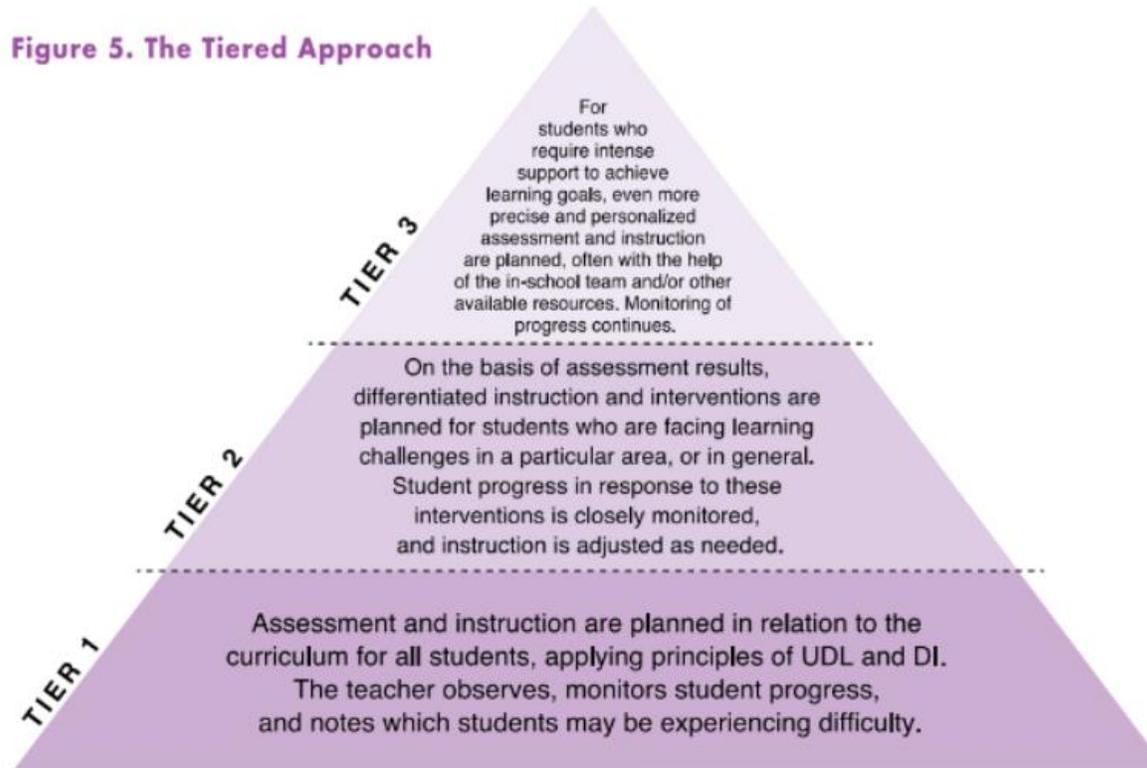
- A systematic approach to assessment and intervention
- Based on the monitoring of student progress and use of assessment data
- The intensity of interventions increases in response to students' needs
- Used to address both academic and behavioural needs
- Parent engagement

Help is Available at School

- Start by speaking with your child's teacher
- Know that the school principal is also available to you assist you
- Each school has a Learning Support Teacher (LST) for staff and parents to consult with
- Each school has a Multi-Disciplinary Team consisting of a central Learning Support Consultant, Speech Language Pathologist, Social Worker and Psychologist

Tiered Approach of Intervention

Figure 5. The Tiered Approach



School-Based Support

Elementary (K-8):

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

Secondary (9-12):

- Learning Support Teachers (LST)
- Guidance Teachers
- Student Success Teachers (SST)
- Educational Assistants (EAs)
- Principal/Vice-Principal

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
 - ASD/DD
 - Learning Disabilities

Support Staff:

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

Administration Support:

- Superintendent of Instruction
- System Principals
- Manager

Individual Education Plan (IEP)

Why develop an IEP?

- The student regularly requires accommodations for instructional or assessment purposes

and/or

- The school principal determines that a student's achievement will be assessed on the basis of modified or alternative expectations

Individual Education Plan (IEP)

- Shows what your child's strengths are and what needs they have
- Based on your child's learning profile and assessment information
- Explains the accommodations and/or learning goals for your child and how they will be learning
- Transition planning
- Parents must be consulted in the creation of the IEP

Identification, Placement and Review Committee (IPRC)

Purpose of an IPRC

- To determine whether a student is exceptional based on Ministry of Education definitions
- To identify the exceptionality
- To identify strengths and needs
- To recommend a placement
- To review identification and placement of a pupil at least once each year

When does an IPRC occur?

- The school **principal** may initiate an IPRC upon written notice to the parent, or
- The school principal shall initiate an IPRC upon written request of a **parent/guardian**.

Categories of Exceptionality

- **Behaviour**
 - Behaviour
- **Intellectual**
 - Giftedness
 - Mild Intellectual Disability
 - Developmental Disability
- **Multiple**
 - Multiple Exceptionalities
- **Communication**
 - Autism
 - Deaf and Hard of Hearing
 - Language Impairment
 - Speech Impairment
 - Learning Disability
- **Physical**
 - Physical Disability
 - Blind and Low Vision

IPRC Placements

Ministry Placements:

- Regular class with indirect support
- Regular class with resource assistance
- Regular class with withdrawal assistance
- Special education class with partial integration
- Special education class fully self-contained

Special Education Advisory Committee (SEAC)

- Committee includes
 - a chair and vice-chair,
 - Three Board trustees,
 - representatives of local associations, and
 - three community members committed to furthering the interests of students with special education needs
- Monthly meeting (Dates/times available on the Board website)
- Members of the public are welcome and encouraged to observe

Parent Rights

- The right to be involved in decisions that affect your child's education
- The right to be consulted before your child is placed in a special education program
- The right to give or deny your permission for any formal assessment by a regulated professional for your child
- The right to bring a support person to school meetings
- The right to look at information in your child's school file

Parent Responsibilities

- Be a partner with your child's school
- Gather information about your child and share it with those concerned
- Ask questions about any words or processes you don't understand
- Keep in touch with your child's teacher
- Attend meetings
- Be part of IEP development

Tips for Parents

- Show interest in your child's school work
- Support regular school attendance
- Encourage your child to read
- Try to attend school events and participate in the school community
- Consider which organizations can help you learn more about your child's needs

Questions?



Learn more on our website
ocdsb.ca