

Special Education in the Ottawa Catholic School Board



Special Education Advisory Committee
Catholic School Parents' Association
Special Education & Student Services Department
November 4, 2015



"In each one is seen the face of God" - Jean Vanier

Prayer

Please join us in prayer...

Lord,

Let me be just what they need.

If they need someone to trust, let me be trustworthy.

If they need sympathy, let me sympathize.

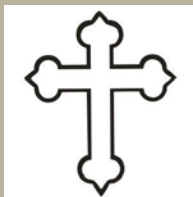
If they need love, (and they do need love), let me love in full measure.

**Let me not anger easily, Lord, let me be just. Permit my justice to be tempered
in your mercy.**

**Help me to counsel the anxious, crack the covering of the shy, temper the
rambunctious with a gentle attitude.**

**Let the lessons they learn make their lives fruitful and happy. And, Lord, let me
bring them to You.**

**Teach them through me to love You. Finally, permit me to learn the lessons
they teach.**



Amen

Greetings from Superintendent Donaghy



Special Education and Student Services Department
Supporting Schools to Support Students

Welcome and Introductions



- Welcome
- Introductions
- Format for Evening and Q&A





**OTTAWA
CATHOLIC
SCHOOL BOARD**



Board Philosophy



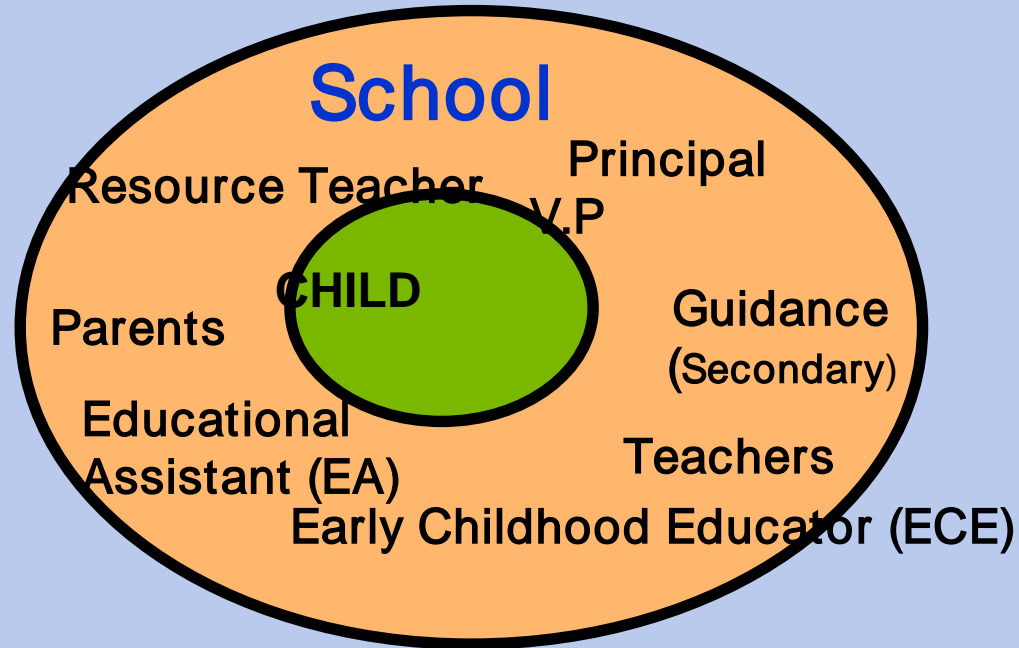
- Inclusive philosophy
- Recognize unique learning needs of all students
- Meet student needs in most enabling environment
- For most, regular classrooms with age-appropriate peers in community school
- For some with very complex needs, a specialized placement may be more appropriate
- Students participate fully in the life of the school community
- Individual gifts and strengths must be identified and used as the starting point for developing programs which will nurture growth and learning
- Our goal is success for all and enabling all learners to reach their full potential

Circles of Support

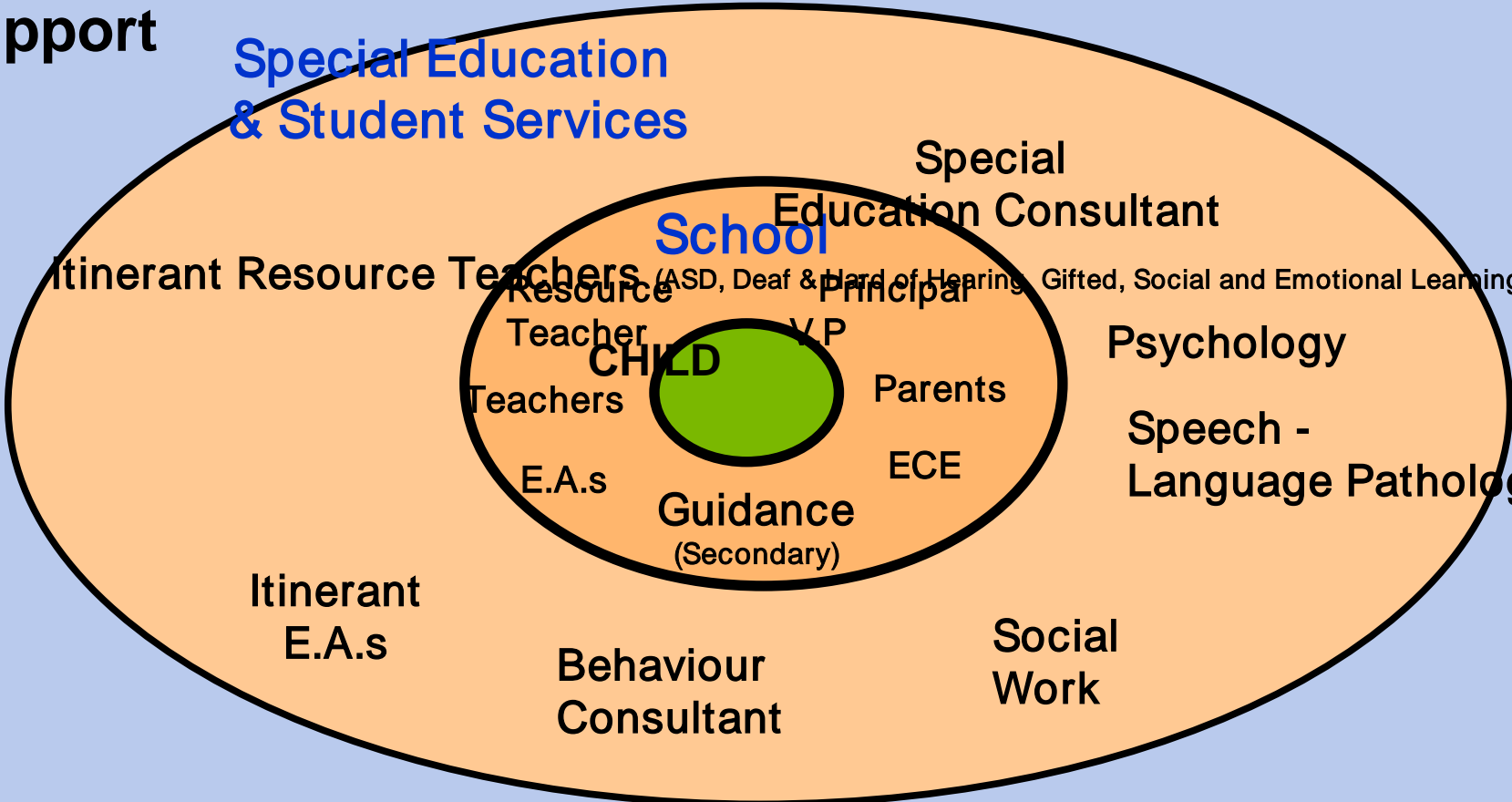


CHILD

Circles of Support



Circles of Support



Circles of Support

Other Supports

Special Ed & Student Services

Learning Technology
Special Education Consultant

System Classes

School

Itinerant Resource Teachers

Teachers

Principal

CHILD

V.P.

ECE

Parents

Psychology

Itinerant E.A.s

Resource Teacher

E.A.s

Social Work

SEAC

Guidance (secondary)

Speech-Language Pathology

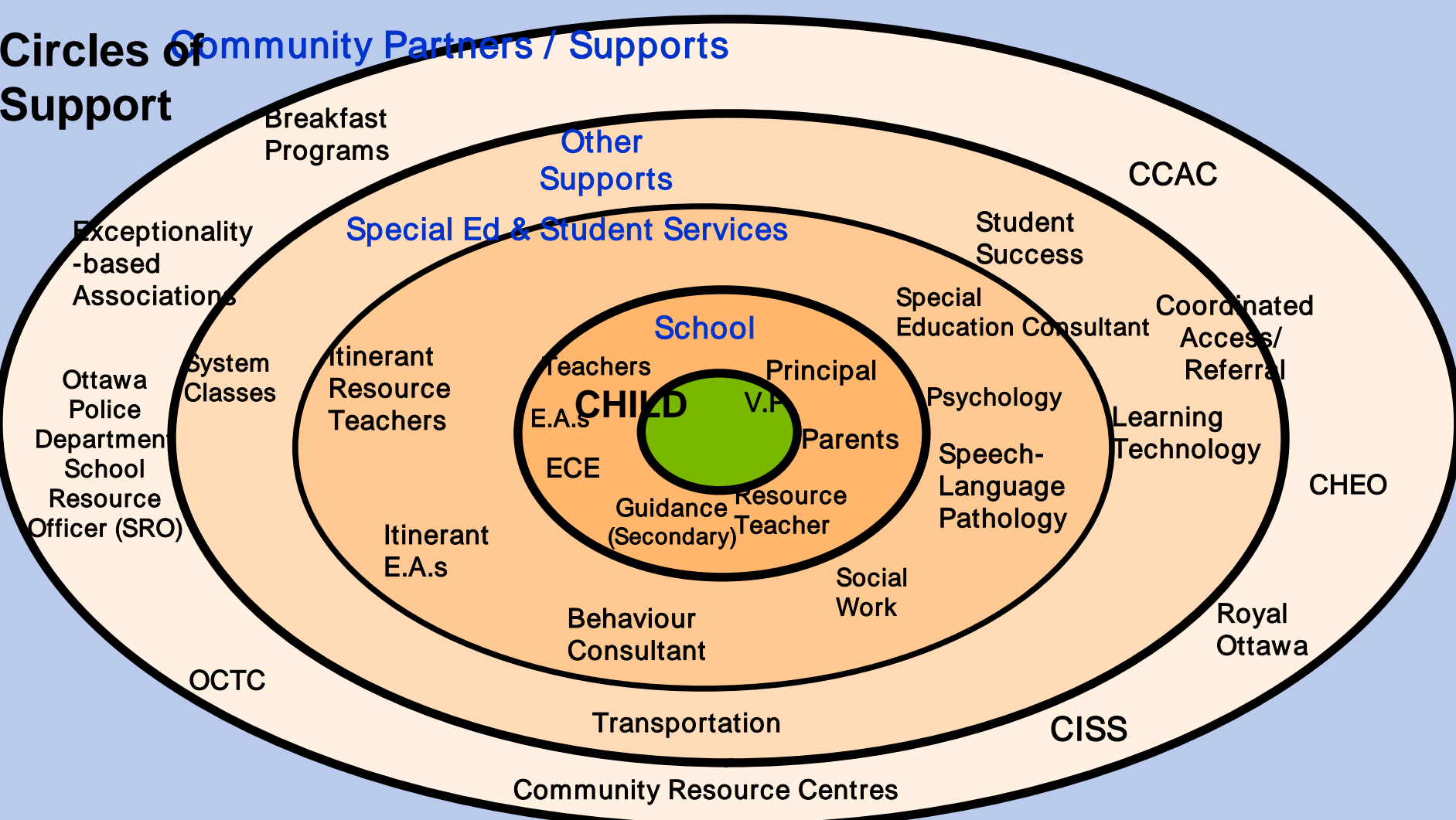
Student Success

Behaviour Consultant

Transportation

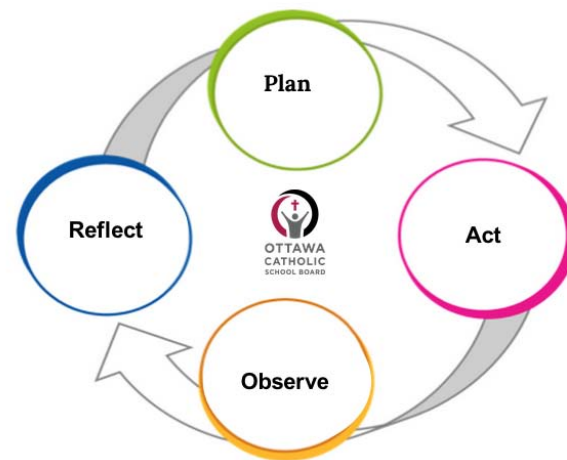
Circles of Support

Community Partners / Supports



Intervention Checklist

- Tiered and collaborative approach to identify and address special education concerns
- Provides a method to gather data - plan, act, observe, reflect
- Shared responsibility



Intervention Checklist



Stages

Stage One:

Classroom Teacher

Stage Two:

School Collaborative Team

Stage Three:

Student Services/ School Based
Collaborative Teams



Individual Education Plans (IEPs)

What is an IEP?

An Individual Education Plan (IEP)...

- *is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning;* (The Individual Education Plan (IEP)- A Resource Guide, 2004, p. 6)
- is a record of accommodations, modifications, and alternative expectations;
- is a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;



What is an IEP? (Cont'd)

An Individual Education Plan (IEP)...

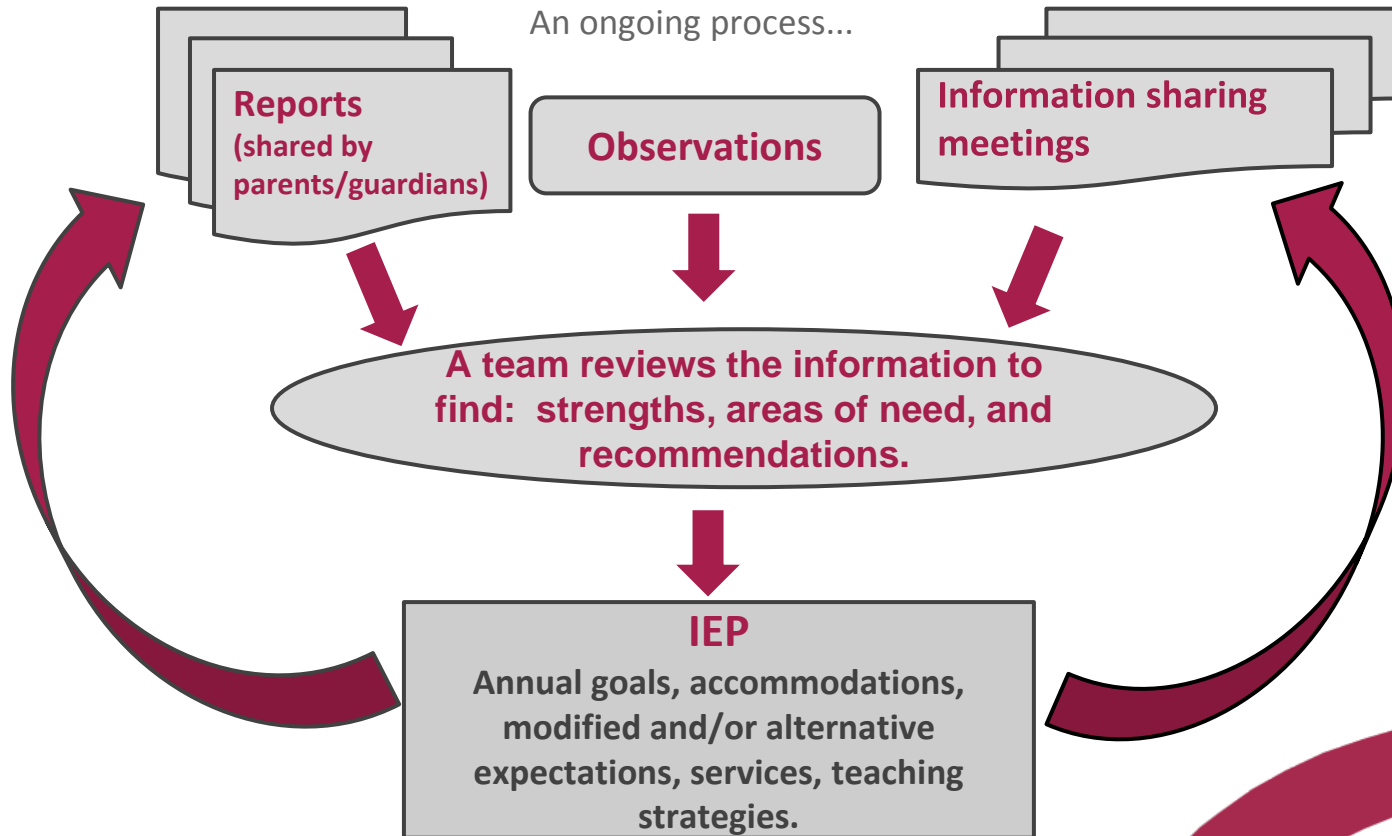
- includes a transition plan;
- must be reviewed and evaluated regularly, but is a working document that can change at any time;
- must be completed within 30 days after the student has been placed in the program;
- is a legal document and accountability tool for the student, the student's parents/guardians, principal and staff who have responsibilities under the plan.

For Whom Is An IEP Developed?

- For students not formally identified as exceptional, but with formal assessments outlining special education needs
- For students who are identified as exceptional.

PULLING IT TOGETHER:

DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP)



Roles and Responsibilities

- The IEP needs to be developed collaboratively by those who know the student best and by those who will be working directly with the student
- Membership may include, the student, the student's parents/guardians, the student's teachers, the guidance counselor, the principal, appropriate special education staff and support personnel and staff from community agencies (as appropriate)

*Refer to p. 16-20, The Individual Education Plan (IEP) –
A Resource Guide, 2004*

The Principal

The **principal's** main role is to facilitate the collaborative planning, evaluation and updating of the IEP. Responsibilities for the principal include ensuring that the specific time lines of the IEP process are met, that the IEP is implemented and updated accordingly, that parents/guardians and students are consulted in the development and that the IEP is stored in the OSR.

The Classroom Teacher

The **classroom teacher** fulfills the role of key curriculum expert on how the IEP can be developed to help the student progress through Ontario curriculum. They contribute knowledge of the student's strengths, needs and interests. It is the classroom teacher who develops and implements teaching strategies that help the student achieve their learning expectations. They review and update the learning expectation and maintain ongoing communication with the parents/guardians and other professionals involved with the student.

The Special Education Teacher

The **special education teacher** provides diagnostic assessments as required, and supports the classroom teachers with their specialized knowledge. They may provide materials and resources, generate ideas and suggestions for modifications/ alternate programs, and in some cases will be responsible for teaching and assessing some of the expectations.

The Educational Assistant

Under the direction and supervision of the teacher, **the educational assistant** helps the students with learning activities. They assist with providing appropriate accommodations, monitor and record achievement all the while maintaining ongoing communication with the teachers.

Accommodations, Modifications, and Alternative Programming

*“The term **accommodations** is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning.”*

can be made to the environment as well as instructional and assessment practices

*“**Modifications** are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs.”*

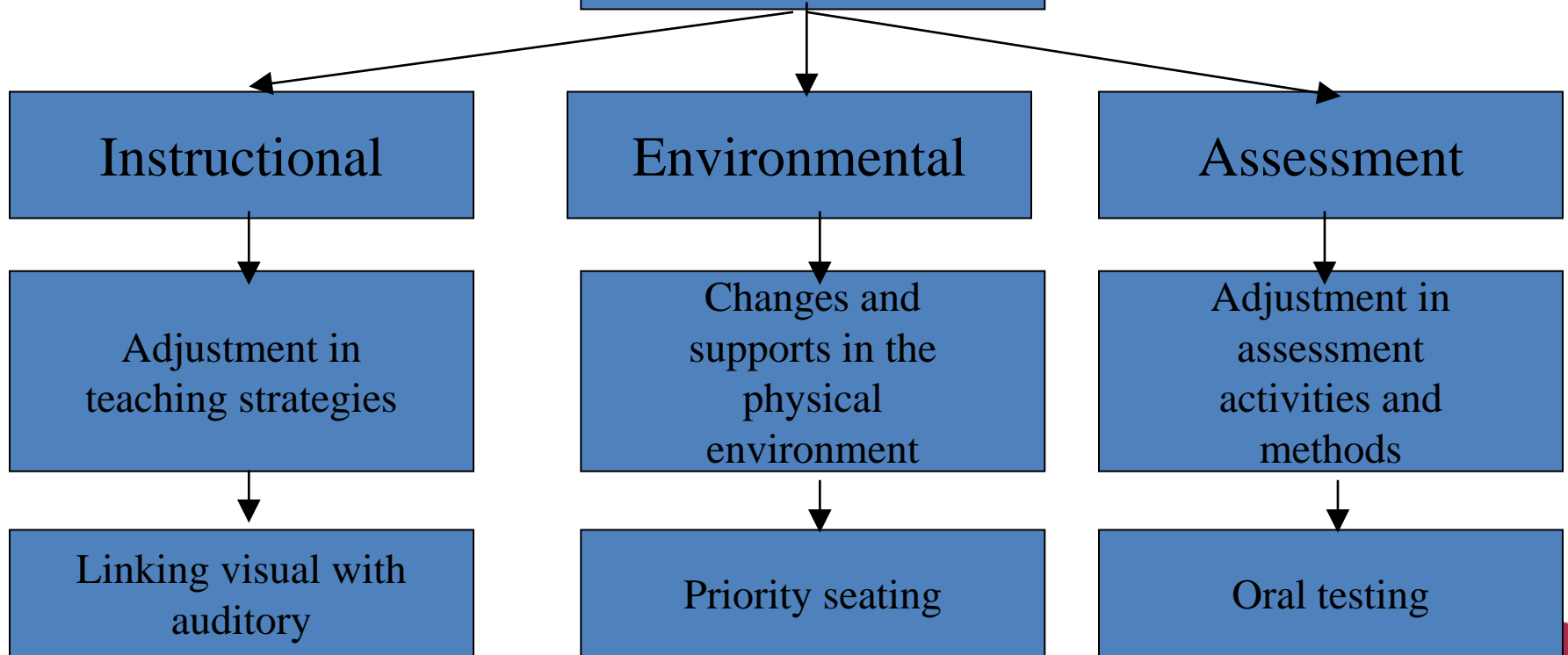
can be made to the number, complexity and/or grade level expectations

*“**Alternative** expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum.”*

can be offered in a separate program or woven into the curriculum

Accommodations

Accommodations



Possible Accommodations

Instructional

- Graphic organizers
- Taped texts
- Extra time for processing
- Repetition of information
- Large print text
- Visuals
- More frequent breaks
- Colour cues

Environmental

- Alternative work space
- Strategic seating
- Proximity to teacher
- Reduction of stimuli
- Quiet setting
- Special lighting
- Assistive technology

Assessment

- Extended time
- Scribing
- Oral responses
- Alternative setting
- More frequent breaks
- Assistive technology
- Prompts attention to task
- Large print text
- Colour cues
- Reduced # of tasks

Alternative Program Areas

- Social Skills
- Self-Regulation
- Assistive Technology
- Leadership Skills
- Daily Living Skills
- Motor Skills
- Organizational Skills
- Self-Advocacy
- Orientation and Mobility
- Etc.

IEP Fact Sheet for Parents/Guardians

- Requested by SEAC and designed by Special Education Consultants
- Draft presented recently for feedback
- Plan is to send home with student's *first* IEP and upon request after that
- Will be available digitally
- Draws on a number of Ministry documents
- Highlights important facts for parents/guardians

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Coming soon...watch for it!

Special Education System Classes



- Assessment Program - JK/SK
- Language (half-day) - Gr. 1-3
- Learning Strategies - Gr. 5
- Junior Special Needs - Gr. 4-6
- Lifeskills - Gr. 7-8
- Education for Community Living - Primary, Junior, Intermediate, and Senior - Gr. 1-Age 21
- Developmental Education Program - Elementary and Secondary - JK-Age 21

Criteria for all of these classes can be found in the [Special Education Report](#) on the OCSB website.

What is an IPRC?

I- Identification

P- Placement

R- Review

C- Committee



IPRC

An IPRC is necessary...

- For special education system class placements
- For students already identified

and

- Upon parent/guardian written request
(No change to Education Act)

- An IPRC is not required when both the parent/guardian and board agree that the student with special education needs could receive programming in the regular classroom.
- The appropriate programs and services to meet student needs are documented in the student's Individual Education Plan (IEP).
- Students in regular classes who are not formally identified have the same access to all available programs and services as their identified peers.
- This does not in any way override the IPRC process as set out in Regulation 181/98. Parents/guardians retain the right to initiate the IPRC process for any reason.

Important To Note

- Many 3rd party private professionals that recommend an IPRC are not aware that we put programs and supports in place based on formal assessment data.
- The IEP is key. An IPRC is *not* required to obtain or implement an IEP. Strengths and needs are generated from formal assessments when creating an IEP.
- Decisions are best made when school and parents/guardians work in collaboration, with the best interests of the child at the centre of all discussions.

For More Information About IPRCs



Special Education
Programs & Services

Parent Guide

ocsb.ca/special-ed



Elaine McMahon
Chairperson

Denise Andre
Director of Education

Please see:

Special Education Programs &
Services - Parent Guide

<http://ocsb.ca/board/admin/departments/special-education>

Collaborative Teams

Supporting Schools



Team Leader: Special Education Consultant (5)

Team Members:

Formal Referral Process -

Psychology (10), Speech and Language (5), Behaviour (6.5), Social Work (11)

School Contact Directly -

Itinerant Resource Teachers - Special Education Learning Partners (5), Assistive Technology (2), Social Emotional Learning Partners (5), ASD (5), Gifted (1), Deaf and Hard of Hearing (2)

Social Emotional Learning Itinerant EAs (5)

Request Through Special Education Consultant -

Itinerant EAs for special support assignments (3)

Additional Department Supports to System



Leadership Team:

Superintendent, Principal, Coordinator, Chief Psychologist/Mental Health Lead,
Chief Social Worker/Social and Emotional Learning Team Social Worker

ABA Expertise Lead:

Psychologist

Social Emotional Learning Team:

Psycho-Educational Consultant

Speech-Language Pathology Assistants

Executive Assistant/Administrative Assistants

Section 23 Programs



- Steps to Success (CHEO) - St. Luke (O)
- Crossroads - Frank Ryan, Alta Vista
- Fisher Park Unit (Roberts Smart)
- Back on Track (CHEO) - Immaculata HS
- Brookfield HS Unit (Royal Ottawa)
- St. Paul HS Unit (CAS)



School Health Support Services - Community Care Access Centre (CCAC)

- Care Coordinator
- Occupational Therapy
- Physiotherapy
- Speech and Language Articulation Therapy
- Nursing
- Nutrition

Community Mental Health Workers in our Schools



- Youth Services Bureau (.5)
- Crossroads (1.0)
- Roberts Smart (1.0)
- CCAC Mental Health and Addiction Nurses
- Rideauwood Addiction Workers
- External Agencies Programs

SEAC



Special Education Advisory Committee (SEAC): Who are we?

- Local association representatives
 - Currently: Autism Ontario, Down Syndrome Association, Association for Bright Children (ABC), Views (Blind and Low Vision), Brain Injury Association, OAFCCD (Communication Disorders), FASD (Fetal Alcohol Syndrome Disorder)
 - looking for LD member and others
- Community members: none at this time
- Trustees: Mark Mullan, Sandra Moore, Spencer Warren



Roles and Responsibilities



- SEAC members make recommendations to the Board on matters affecting the establishment, development and delivery of special education programs and services for exceptional students of the Board.
How?
 - We share the views of our individual associations.
 - We advocate as a group for all students with special needs.
 - We communicate concerns and questions we receive from parents/guardians
- Members also represent SEAC on various Board committees such as Accessibility and Safe Schools



How Can SEAC Help Parents/Guardians?



- Act as a resource
- We listen to concerns
- Offer support and guidance
- Collaborate with the Catholic Schools Parent Association (CSPA) and the Parent Involvement Committee (PIC) on topics of interest to parents/guardians
- You can contact SEAC to talk with a member
SEAC@ocsb.ca



Meetings



- Typically on the third Wednesday of each month at 7:00 PM, in the OCSB Board Room. However this year some date changes...
- Parents/Guardians are welcome to attend as observer
- Parents/Guardians may contact a SEAC member if they have any issues of a general nature they would like discussed at a SEAC meeting
- Agendas and minutes are posted on the OCSB website under SEAC



A Few Practical Suggestions ...

1. Share:

- Share all professional assessments you may have done privately
- Tell them about your child: create and “all about me” package (ask the teacher for this) or your own binder.
- Be proactive: share information about your child at the very beginning of the school year with new teacher/EA.
- Provide additional information as needed so the teacher may understand your child’s diagnosis.
- If you can, offer to provide materials the school doesn’t have, so that your child can participate with the others. Ex: games, books, manipulatives...
- Ask if there is anything they need, you will be happy to try and provide.



Tips (Cont'd)



2. Be involved in the IEP consultation process:

- Do share with the school/teachers your vision for your child; the goals that are important to you.
- Ask questions/clarifications if you don't understand
- Make suggestions based on what you want for your child and what you know about your child
- Keep a record of all your communications



Tips (Cont'd)

3. Communicate with the teacher:

- As soon as a problem pops up: request that the teacher communicate their plan of action/proposed solution; check back
- Keep a record of all communications; take notes at meetings
- The “dance with professionals”: You and the teacher are dance partners, and both of you need to learn the steps of the dance
 - keep lines of communication open;
 - have a positive attitude; be persistent;
 - be willing to work with them to find solutions in the best interest of your child;
 - recognize staff efforts

Tips (Cont'd)

4. If concerns persist:

The **Classroom Teacher** is almost always your first point of contact...



- Trustees
- Remember: It's all about your child; be flexible with solutions.

Tips (Cont'd)



5. If you want to connect with like-minded parents, or want more community information:

- Join an association: If only for the resources that may be of interest and helpful to you
- Join a support group (ex: WIMS)
- Join CSPA mailing list to know about upcoming presentations of interest to parents/guardians of students with special needs



Resources



Special Education Report

<http://www.ocsb.ca/board/admin/departments/special-education>

SEAC - Special Education Advisory Committee

<http://www.ocsb.ca/board/admin/committees/seac>

CSPA - Catholic School Parents' Association

<http://www.ottawacspa.ca/>

Resources (Cont'd)



The Individual Education Plan (IEP) – A Resource Guide, 2004

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

Growing Success- Assessment, Evaluation and Reporting in Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Learning for All - A Guide to Effective Assessment and Instruction for All Students, K-12, 2013

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>



Resources (Cont'd)



Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs

<https://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

Engaging Parents of Students with Special Needs

http://www.ontariodirectors.ca/parent_engagement.html



Q & A



"In each one is seen the face of God" - Jean Vanier