



## SPECIAL EDUCATION @ JACKMAN ICS



### 👏 A Team Approach 👏

The Special Education program at Jackman ICS began in 1991. The program's focus is child centered and it is based on a collaborative team approach. The Special Education teachers work closely with the classroom teachers and the principal to design effective individualized programs for students that consider both their strengths and needs. This team approach depends on shared information and collective decision making; it is for this reason that all meetings with the Special Education teacher occur when the classroom teacher is present. Joint meetings with parents/caregivers also provide the school with valuable information about each child.

### 💬 Type of Support 💬

The areas in which Special Education support is provided to children include, but are not limited to the following:

- **Reading** (Direct Phonics instruction, EMPOWER, sight words, fluency, and reading comprehension)
- **Written output and expression** (idea-generation, writing conventions, vocabulary development, organization, editing)
- **Handwriting and fine-motor support** (proper pencil grip support and letter formation, computer skills)
- **Spelling** (study of grapho-phonetic patterns and word families, sight words, direct encoding instruction)
- **Math** (conceptual understanding, computational fluency, and problem solving)

Another important part of the Special Education program at Jackman ICS includes explicit phonetic reading instruction for all Grade 1 students. The Special Education teacher delivers a phonetic reading program to students in small groups according to their current skills and instructional needs. This instruction may also continue beyond Grade 1 to some students who need additional support in reading.

The Special Education team is also involved in field trips, extracurricular activities and teaching health and wellness. This enables us to get to know all of the students at Jackman ICS and to be seen by the students as teachers who work in many capacities with all children.

## Referrals

A student may be referred to the special education program by his/her classroom teacher. A referral form detailing the teacher's concerns is filled out and a meeting to discuss the student takes place. The appropriate assessments are then completed to attain more information about the student's strengths, needs, and learning style. Following discussions with the principal, classroom teacher, and parents/caregivers, a child may be withdrawn for extra support. The classroom teacher will contact parents if their child has been recommended for extra support.

## Reporting

Detailed records of each student's progress are kept by the Special Education teacher. This information may be shared during Parent Teacher meetings. Special Education reports will accompany a child's regular report card.

## Who We Are

**Judith Kimel** - [judith.kimel@utoronto.ca](mailto:judith.kimel@utoronto.ca)

I am delighted to Jackman ICS this year as the Special Education teacher. I have been at Jackman ICS since 2001. I am also a graduate from the Master of Arts in Child Study and Education Program here at OISE. Prior to working at JICS I worked as an Occupational Therapist at both a private school in Montreal and at the TDSB. While observing children I use both my knowledge as an OT and as a teacher to design meaningful programs for students requiring remediation. I feel very privileged to work with students across all the grades and subject areas.

This year I am happy to be working with the whole school again! The Special education teachers continue to meet regularly with classroom teachers, the principal, vice principal and social worker to discuss and monitor student progress. These meeting help us to monitor student progress and follow the students up the grades. I feel very fortunate to be a part of such a caring and dedicated community.

**Nick Song** - [n.song@utoronto.ca](mailto:n.song@utoronto.ca)

It is a great honour to be back at the Dr. Eric Jackman Institute of Child Study. I am excited to return as a part of the Special Education team. Since graduating from the Master of Arts in Child Study and Education Program at JICS in 2013, I worked in the school as the Librarian/Technology Integrator and have taught in the Toronto District School Board. I truly enjoy working closely with the Special Education team to support the diverse learners in our school.

This year, I will continue to deliver the Empower Reading Program to students from Grade 2-6. I am also so excited to be offering increased in-class support. Additionally, I am working closely with classroom teachers in integrating technology experiences (coding, robotics, digital media) for students. I look forward to once again being a part of the JICS community and to provide support for the students, staff and families.

**Jayda Lam** - [jayda.lam@mail.utoronto.ca](mailto:jayda.lam@mail.utoronto.ca)

As a recent graduate of the Masters of Arts and Education program, I am thrilled to be joining the special education team this year and supporting our students with Autism Spectrum Disorder. With my experience working with neurodivergent children at Geneva Centre for Autism and in other various settings, I developed a passion for inclusion work and ensuring that each child feels a sense of belonging in their community. This year I will be supporting students by providing individualized support and collaborating with teachers to build on social-emotional skills and academic goals.

**Charlotte Henderson** - [charlotte.henderson@mail.utoronto.ca](mailto:charlotte.henderson@mail.utoronto.ca)

This year I will be primarily focussed on supporting the Grade 1s in their reading and writing development. I'll also be providing weekly spelling support in the Gr. 4/5s and reading support through Novel Study in Robin's class. I'm looking forward to this chance to work and learn alongside a fantastic team of teachers and students!

*We look forward to an amazing year at Jackman ICS!*