



Special Education for the Classroom Teacher

Tracey Whitehouse

Special Education Consultant
RDSB



What do you do when...

- 1. You have an exceptional student in your classroom who has been identified through the IPRC (identification, placement, review committee) process.
- 2. You have an unidentified student who is having difficulties in your classroom.

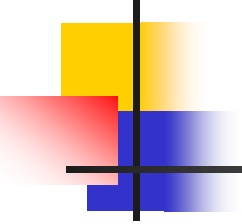


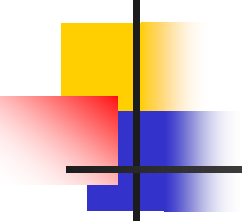
Read the OSR!!!



Exceptional Students

- Must have an IEP (individual education plan) which is developed by the classroom teacher, resource teacher, principal with input from the parents within the first 30 school days of placement.
- IEPs are working documents and have measurable and observable goals.

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- The Special Education Lead Teacher is available to assist you in developing your IEPs should you require it. Please reach her through board email camilup@rainbowschools.ca

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- 2. You have an unidentified student who is having difficulties in your classroom.
 - Discuss your concerns with the parents.
 - Bring the student to the In-School Team.
 - Fill in the SE1 form, found under “Forms”, “Special Ed Forms” on your email.



What is the In-School Team?

- A group of teachers who gather once a week to discuss students who are having difficulties in the school setting.
 - This team consists of the Special Education Resource Teacher (SERT)/Program Leader, Principal, as well as other teachers who volunteer their time.
 - The team makes recommendations to assist with programming and interventions for the student(s).



A Variety of Recommendations

- The student may receive any/all of the following
 - School level assessment (OSR review, PPVT, KTEA etc.)
 - Usually completed by the SERT/Program Leader
 - Behavioural recommendations
 - Recommendations for doctor assessments (eyes, hearing, etc.)
 - Recommendations regarding accommodations or varied instructional strategies



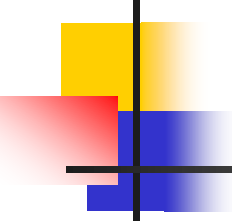
Next Steps....

- You then implement the recommendations the team has given you
 - Remember it takes time to see progress with a student
 - If the student continues to have difficulty, go back to the in-school team for further discussion and recommendations.



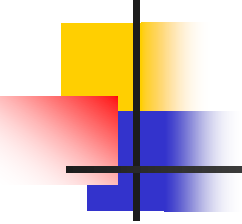
Special Education Consultant/Co-ordinator

- When a student continues to have difficulties, the SERT/principal discuss the student with your Special Education consultant / co-ordinator.
- Possible recommendations and strategies are then made to be implemented in the regular classroom.



When Problems Persist, What then?

- Possible Assessment
 - Schools prioritize the students who are having the most difficulties, and discuss them further with the school's Special Education consultant/co-ordinator.
 - If after this discussion, it is felt that the student would benefit from an assessment, the SERT /Program Leader will fill in the SE2 form. It requires the signature of the Principal, Consultant/Co-ordinator prior to being sent home for the parent to sign.

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- The student's profile is then brought forth to the RDSB Psychological Team. From here there are three possible outcomes.
 - Consultation
 - Assessment
 - Deferral



Consultation

The Psychology team makes recommendations to be implemented at the school level. The student is not assessed at this time.



Assessment

- The Psychology team assesses the student to determine the students learning style and provides recommendations about programming and placement.
- Parent meetings occur (psychology staff, parent and school staff) to share the assessment results and discuss recommendations.
- Possible identification (IPRC).



Deferral

- For a variety of reasons, a student may be deferred. This means that the student will usually have an assessment at a later date.



You are NOT alone

- You are not expected to know everything about every exceptionality or situation that you might come across. Consult your mentor, SERT/program leader or special education consultant/co-ordinator.
- Don't hide in your room!