Special Education for the Classroom Teacher

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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.
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
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/coordinator.
  - 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.
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!