

SPECIAL NEEDS

This workshop will walk you through the mandates and responsibilities of the central and school-level special needs committees.

It will offer an overview of the process for identification, I.E.P.s, and the remedial teacher's role.

With the assistance of the Support Staff's union president, Allison Provost, you will also learn about the role and responsibilities of aides and special education technicians.

ROLE OF CENTRAL SPECIAL NEEDS PARITY COMMITTEE *

- Recommend allocation for support services
- Recommend allocation for IEP release time for teachers
- Review additional requests for support during school year
- Review school support plans
- Determine plan when school-level committee fails to reach consensus (75% agreement of the whole staff)
- Discuss issues related to school organization and special needs services
- To give its view on the policy on the organization of educational services for students with special needs and to recommend models for organizing school services
- To verify all the budgetary resources available for students with special needs

*Please refer to clauses 4-3.02 of the local and 8-9.04 of the provincial agreement for more details.

ROLE OF SCHOOL-LEVEL SPECIAL NEEDS COMMITTEE **

- Review the allocation of services from CSNPC
- Discuss and propose a plan for distribution of services
- Present plan to the school for teacher vote: 75% of the whole staff = consensus
- Complete form: “School Plan Vote for Special Needs Services”
- Complete form: “Distribution of Services”
- Submit both forms to Student Services by September 30th
- Periodically assess the allocation needs and redistribute the hours as needed

** Please refer to clauses 4-4.05 of the local and 8-9.05 of the provincial agreement for more details.

PROCESS AND IDENTIFICATION

What do I do when I detect a student who may have special needs?

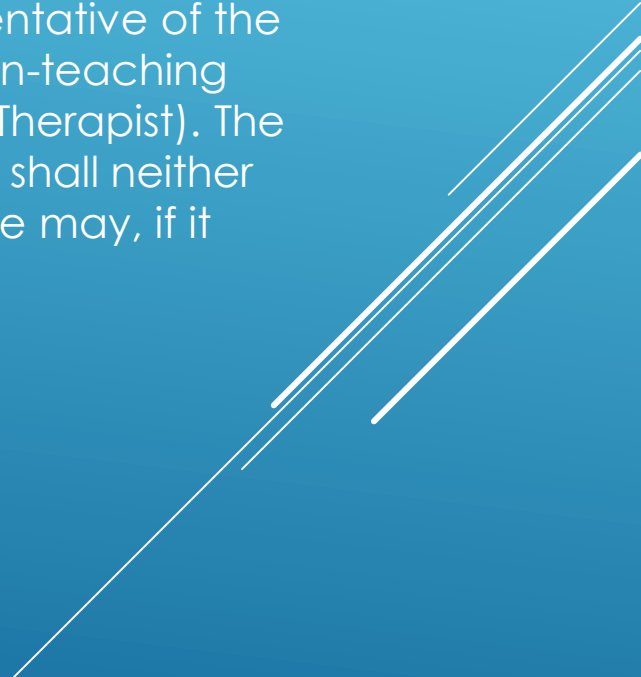
There is a process that must be respected that stems from our provincial agreement (8-9.00 Provisions Concerning Students with Special Needs).

As per 8-9.06 a) When a teacher detects, in his/her class, a student who, in his/her opinion, demonstrates particular problems, he/she shall report it to the school administration indicating the problem(s) encountered by the student and the interventions he/she carried out over a significant period of time in order to request support services or submit the case to an ad hoc committee (8-9.08). All requests for services shall be given an answer within 10 working days (8-9.07).

Request an Ad Hoc Meeting (details can be found under clause 8-9.08 of the Collective Agreement) to discuss the case of a student who potentially might have learning difficulties or a possible learning disability.

THE AD HOC MEETING

If the teacher makes a request for an Ad Hoc meeting, the school principal shall set-up this meeting within 15 working days (8-9.08). The Ad Hoc committee shall be made up of a representative of the school administration, the teacher(s) concerned and, at the committee's request, non-teaching professional(s) concerned (Psychologist, Occupational Therapist, Speech-Language Therapist). The parent(s) shall be invited; however the fact that the parents do not attend a meeting shall neither impede nor prevent the committee from carrying out its work. The AD HOC committee may, if it deems it necessary, meet with the student.



Ad Hoc Committee mandate (8-9.08):

Study the case.

- Make recommendations on strategies / intervention measures
- Request pertinent evaluations from non-teaching professionals
- Make recommendations to the principal on the support services
- Decide whether the student requires an I.E.P.
- Assist Principal in establishing the I.E.P. (All of the stakeholders participate by providing input).

THE AD HOC MEETING

The school principal may decide whether to act upon or reject the recommendations made by the AD HOC committee. The principal's decision must be made within 15 working days of receiving the recommendation. (Clause 8-9.08 b)

If approval of recommendations: The measure comes into effect within 15 working days after accepting the recommendation. (Clause 8-9.08 c)

If rejection of recommendations: The principal must state the reasons to the AD HOC committee 15 working days after having rejected the recommendation. (Clause 8-9.08 d)

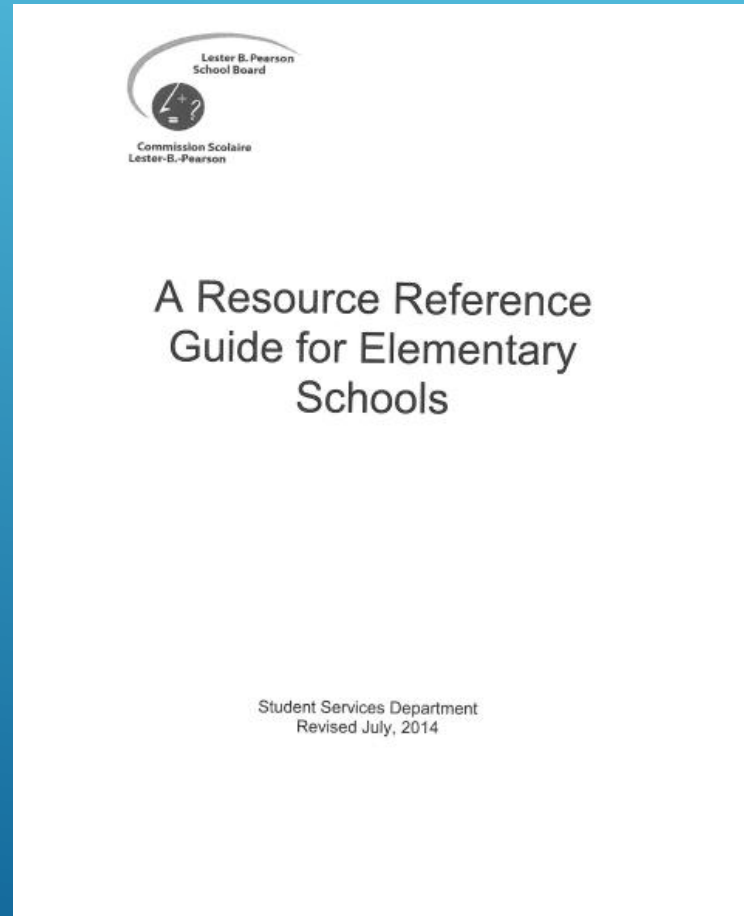
THE I.E.P.

Who needs an I.E.P.?

- Student with a validated handicap code (MEES)
- Student with a diagnosed L.D. (psychological testing documentation)
- Student with a B.D. (obtained through the S.S.D. identification process)
- Student in the W.O.T.P. (Work-Oriented Training Path)
- Student working on a modified level of instruction
- At-Risk student may have an I.E.P. (adaptations to grade level work)

I.E.P. goals should be measurable and should be aligned with the curriculum being covered and the learning difficulty/disability the student has been identified as having.

REMEDIAL TEACHER A.K.A. RESOURCE TEACHER



SUGGESTED ACTIVITIES (RESPONSIBILITIES)

Timeline of Suggested Activities for a Resource Teacher

August – September

Scheduling

- Prepare Integration Aide schedules (with Administrator)
- Prepare Resource schedules (with Administrator)
- Call Special Needs Committee meeting to approve schedules
- Set Resource Team meeting schedule
- Set Integration Aide meeting schedule
- Meet with professionals attached to the school (Speech/Language Pathologist, Psychologist, Social Worker, Nurse, Social Work Technician, etc.) to establish their schedule for upcoming year

Meetings

- Provide teachers with student profiles
- Provide teachers with IEP drafts prepared in June of the previous year
- Meet with teachers regarding new students in their classes
- Meet with parents of new children with special needs
- Meet with school board professionals to discuss new students (e.g. Consultants for Special Needs, Psychologists, etc...)
- Attend regular Resource NET meetings throughout the year
- Convene Special Needs Committee meetings throughout the year as needs arise (new students, changing needs and resources)

Preparing

- Review protocol for welcoming new students to the school
- Review and update "In Difficulty", "Handicapped" and "Unidentified IEP" lists of students provided by the Student Services Department
- Ensure that all documentation for new students to be identified with special needs has been compiled and forwarded to the school psychologist before September 30th
- Review crisis intervention plans (if necessary)
- Ensure proper set up of software/hardware for students
- Prepare materials for students with high special needs requiring modified curriculum
- Set-up volunteer programs and schedules

October

IEP

- Meet with teachers to review the draft IEP from June of previous year
- Plan for students requiring adaptations for cycle exams
- Meet with parent/guardian to finalize IEP

Technology

- Review technology available at the school and assess new needs

November

IEP (see IEP Handbook)

November – May

- Report on IEP objectives as part of the school report card process
- Meet with classroom teachers to assess progress, record marks, and set new IEP objectives each term
- Review draft of new objectives with parents for input and formalization each term
- Ensure the signed IEP's are filed in the student's confidential file
- Document contacts with the parent/guardian (ongoing)

Technology

- Fill out, submit technology grant request to Technology Grant Representative

April

Preparation for exams and high school

- Begin transition visits for students with special needs going to secondary school
- Contact secondary school Resource Teachers to begin articulation process
- Organize plan for supporting students with IEP's during cycle exams and present plan to Special Needs Committee
- Discuss potential Special Consideration request(s) for specific Integration Aides with the School Administrator

Incoming students with special needs

- Co-ordinate visits to observe new students coming to their school the following year (ex. daycare, pre-school, other school board) with the Student Services professionals assigned to the school (i.e. Consultant for Special Needs, Psychologist)

May – June

IEP

- Contact the parent/guardian to:
 - Review progress on objectives
 - Discuss and note recommendations for the summer
 - Formulate strategies and objectives for the following year

Cycle Exams

- Ensure students requiring adaptations/modifications have appropriate support during cycle exams

Students returning from hospital programs

- Attend case conferences to prepare for students returning to school

Confidential Files

- Ensure files are up-to-date
- Prepare confidential files of students being transferred and forward to other LBPSB schools, as needed
- Send confidential files of students leaving the School Board to Student Services, as needed

THE SCHOOL RESOURCE TEAM!

The School Resource Team

Purpose:

The Resource team is a multi-disciplinary problem-solving school team which helps teachers to develop strategies for students experiencing difficulty.

Participants:

In- School

- Administrator
- Resource Teachers
- Elementary Classroom Teachers
- Special Education technicians (e.g. FSSTT)
- Integration aides
- Spiritual Animator

School Board Professionals

- Psychologist / Psycho-educational Consultant
- Speech and Language Pathologist / Speech and Language Specialist
- Occupational Therapist
- F.S.S.T.T. Consultant
- Consultant for Special Needs
- Consultant for Autism

Support from Outside Organizations

- Social Worker (e.g. C.S.S.S., Batshaw)
- Nurse (e.g. C.S.S.S.)
- Rehabilitation Centers (e.g. C.R.O.M., S.R.S.O.R.)
- MOSD / MAB / MACKAY
- Hospital personnel (e.g. MCH, JGH, Douglas)

INTEGRATION AIDES

To facilitate the learning of students with special needs the integration aide:

- May be asked to participate in meetings to develop the IEP or attend meetings with parents.
- Applies the strategies determined by the teacher(s) in collaboration with the resource team and/or special education technician.
- She/He helps students with daily work in the classroom setting.
- May prepare daily or weekly records and maintain portfolios or work for the students with special needs under the teacher's direction. She/He may record observations on the student's progress or behaviour.
- If needed, assists the student with dressing, feeding, and/or toileting.

SPECIAL EDUCATION TECHNICIAN

To facilitate the learning of students with special needs the special education technician:

- May be asked to participate in meetings to develop the IEP or attend meetings with parents.
- May work with small groups of students on a pull-out basis.
- Prepares, organizes and conducts educational or pedagogical support activities. May adapt or modify materials.
- Participates in the evaluation of the IEP measures.
- Records her/his observations and interventions.

