

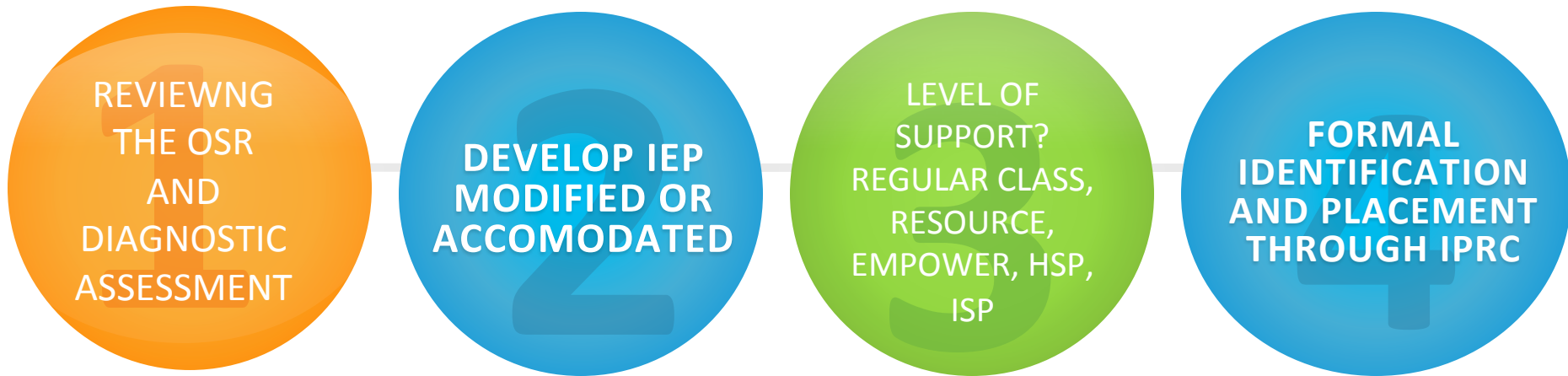
ALLENBY APA MEETING SEPTEMBER 28, 2015

Introducing

SPECIAL EDUCATION IN THE TDSB



SUPPORTING STUDENTS



STUDENTS' STRENGTHS AND NEEDS CHANGE, SO TOO MUST THE SUPPORT



INCLUSIVE EDUCATION WITHIN THE TDSB

How is the classroom teacher able to meet the social and academic needs of students with special needs?

- Support staff – teachers (HSP, resource), EAs, SNAs, BRS and ASD Team
- Universal Design
- Multiple Intelligences
- Differentiated Instruction

This is a whole school approach – it is not left up to the classroom teacher to support individual needs in isolation



INDIVIDUAL EDUCATION PLANS

IEPs are developed for students deemed exceptional (through IPRC) and may be developed for students who are not exceptional but require special education support. IEPs are developed within 30 days but are working documents.

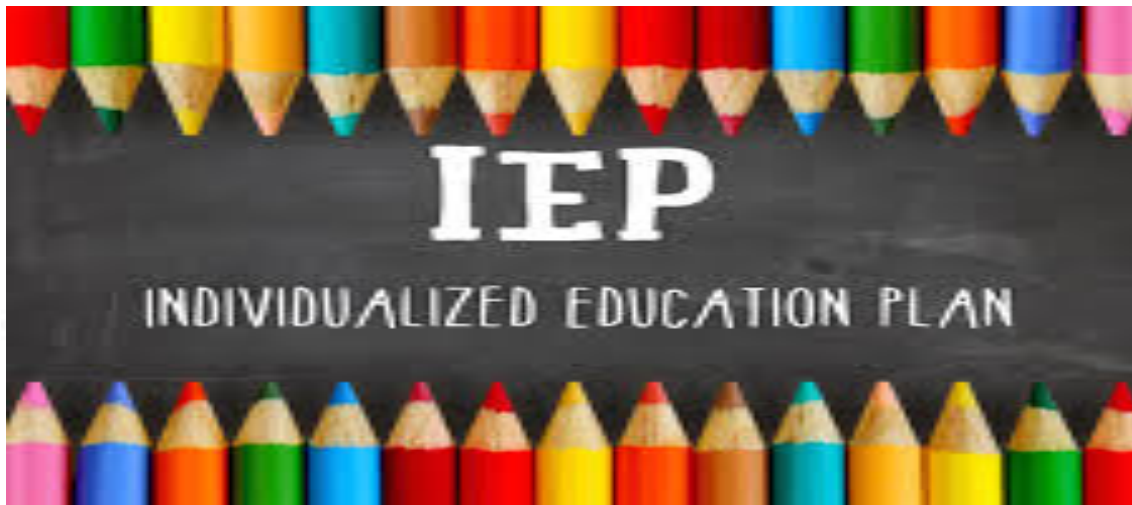
They can include:

Modifications – students in a grade level but working on part of the expectations of that grade level or working a grade (or more than one grade) level below

Accommodations – specific strategies used to support the student to meet the expectations

ACCOMMODATIONS

- strategic seating
- computer options
- extended time limits
- optional quiet workspace
- cooperative learning
- note-taking assistance
- reduced number of tasks
- word prompts
- verbal/nonverbal cues
- visual anchors
- direct instruction
- hands-on materials
- graphic organizers
- high structure
- uncluttered format
- chunking



SPECIAL EDUCATION SUPPORT

AT ALLENBY

HSP (HOME SCHOOL PROGRAM) – most intensive support for up to 50% of the day with a special education teacher and EA for literacy and/or numeracy

RESOURCE WITHDRAWAL or IN CLASS SUPPORT – support by special education teacher or EA in the classroom or withdrawn to small class setting (Empower is part of this model)

INDIRECT SUPPORT – special education team is supporting the classroom teacher as needed

ESL – support for English language learners – withdrawal or in class support

SNA – special needs assistant supporting students with social/emotional and behavioural needs

Professional Support Personnel – psychologist, speech and language therapist and social worker accessed through SST

OUR SUPPORT MODEL CHANGES TO MEET THE NEEDS OF THE STUDENTS WHO ARE IN OUR BUILDING AND TO REFLECT THAT THE STRENGTHS AND NEEDS OF STUDENTS CHANGE OVER TIME

OUTSIDE OF ALLENBY

ISPs – Intensive Special education Programs (Behaviour, Autism, LD, MID, DD, Deaf and Hard of Hearing, Physical Disability, Gifted)

'LABELS", GIFTED AND PRIVATE ASSESSMENTS

It is a belief that specific labels can tell us how we should teach individual students. In reality, students' needs are as different within a label as they are between.

It is not the label that directs our teaching but rather the specific information gathered from the assessment and from the classroom. For example in order to be identified as having a LD, it means that there is a discrepancy – you must have high scores in order to be identified as LD. It is important to understand not only the needs but the strengths in order to teach to the strengths while supporting the needs. You can be gifted with an LD exceptionality, you can be achieving A's, the label does not tell us about your child, the recommendations and raw scores do.


ISP LD programs are only for students working over three grade levels below and have another exceptionality in addition to LD.

PRIVATE ASSESSMENTS

Private assessments must be given to the office if you want teachers to support your child. Please give us the entire report. They will be placed in the OSR. Parents can remove them at any time.

GIFTED

Gifted testing is changing in 2016. Testing should only take place if you are seeking a gifted placement (where ever it might be) because your child is not successful in the regular classroom. Gifted programs are ISPs for students requiring extra support – they are not enrichment programs.



You trust your child(ren) in our care every day. I am asking you to trust us as we work together through the development of your child's IEP, the level of support and the IPRC process. Like you, we want your child(ren) to be successful..