Special Education Support Process Flowchart
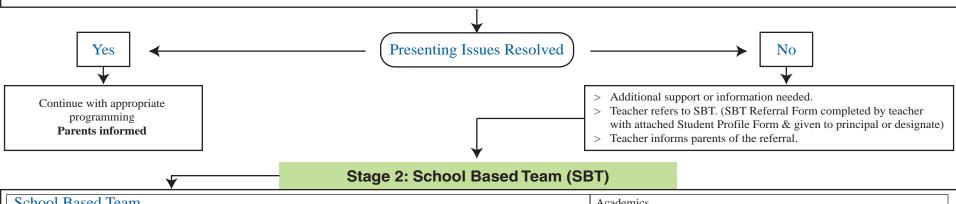
Waterloo Region District School Board

Teacher Concern ⟷ Parent Concern

Stage 1: Classroom Screening and Intervention

Classroom Teacher

Using the Student Profile Form, (SPF) the classroom teacher begins to develop an individual learning profile.
> Checks School Information.
> Discusses concern with parent and collects information.
> Discusses with, previous teacher, special education resource teacher (SERT) and/or principal.
> Makes appropriate program differentiations / accommodations.
> Records program accommodations on the Student Profile Form if the student will be brought to the School Based Team (SBT).

Presenting Issues Resolved

Yes

Continue with appropriate programming
Parents informed

No

> Additional support or information needed.
> Teacher refers to SBT. (SBT Referral Form completed by teacher with attached Student Profile Form & given to principal or designate)
> Teacher informs parents of the referral.

Stage 2: School Based Team (SBT)

School Based Team

> Principal or designate chairs the meeting.
> SBT reviews information presented by teacher.
> SBT reviews effectiveness of interventions to date.
> SBT determines what further information is needed.
    What specifically do you want to learn about the student that will assist you to continue programming?
    The column on the right provides some areas/questions to consider when requesting further information.
> SBT determines how to best obtain the information.
> SBT discusses other relevant information.

Person designated records the recommendations/actions on the SBT Referral Form.

School informs parents of the actions/recommendations arising from the meeting.

Academics
    Oral Language - conversational, formal, vocabulary, etc.
    ESL status
    Listening comprehension/understanding
    Reading - letter-sound, decoding, comprehension, etc.
    Writing – spelling, printing, generating, organization, etc.
    Mathematics – calculation, reasoning, application, etc
    Conceptual understanding
    Inattentiveness – when? During what type of tasks? etc.
    Homework issues
    Other
Social/Emotional/Behaviour
    Influence of academic difficulties
    Influence of personal stress, anxiety, etc.
    Influence of possible issues at home
    Is it a skills or performance deficit?
    Other
Outside agency assessments (hearing, vision, APD, SLP, Psych., other.)
Medical assessment

Presenting Issues Resolved

Continue with appropriate programming, monitoring and recording of progress.

Parents Informed

Examples of what may be recommended by SBT.
> Further program differentiations, accommodations, modifications or alternative programming
> The addition of specific supports in the classroom or the withdrawal of the student from the classroom for limited periods of time (e.g., for remediation or enrichment)
> Ongoing monitoring leading to review after several weeks
> Observation by the SERT
> Systematic observation/tracking of behaviour(s) by teacher/staff
> Intervention by Child Youth Worker
> Informal assessment (e.g. Diagnostic Binder 2000, work samples)
> Formal educational assessment (e.g. KTEA-II, KeyMath, etc.)
> Case conference with parents

Possibly develop or refine an Individual Education Plan (IEP).

Consultation with relevant member(s) of the Multidisciplinary Team (MDT).
School informs parents

See below

Stage 3: SBT/MDT Meeting

Prior to the meeting:
> **School informs parents that their child will be discussed at this meeting.**
> School provides to the MDT in advance, the name(s) of the student(s) to be discussed (first name and last name initial).
> OSR Search Form is completed.

At the meeting:
> Principal or designate chairs the meeting.
> Copies of the SBT-Referral Form, OSR Search form and Student Profile Form are distributed.
> Relevant school staff highlights the concerns and summarizes information.
> Review effectiveness of interventions to date. What was implemented, by whom, for how long, etc. (e.g. IEP, behaviour plan).
> Determine what further information is needed and how it will assist with programming ?
> Determine how to best obtain the information. i.e. further observation, contact outside agency, contact parents, assessment, consult with colleague, etc. **If a professional assessment is being considered, determine what information the school is seeking and what question(s) the referral should address. The referral question should pertain to what one wants to learn about the student that will assist in programming.**
> Discuss other relevant information.

Actions arising from the meeting:
> Make recommendations and develop a plan of action.
> School records the recommendation(s) / action(s) on the school's SBT Referral Form.
> School informs parents of the recommendations / actions arising from the meeting.

Possible Actions

Consultation

Relevant member of the SBT or MDT may do one or combination of the activities listed below:
> Classroom observation
> Interview with student
> Consultation with school personnel
> Case conference with parents and/or outside agency and relevant SBT/MDT members.
> Consultation with an outside agency
> Home visit
> With parents, facilitate a referral for services within the community
> Other

Professional Assessment

Speech & Language or Psychological Assessment
When the purpose of the assessment is clearly defined:
> **School informs parents of the referral.**
> Referral Form is completed
> Psychological Services Consultant (PSC) or Speech-Language Pathologist (SLP) then contacts / meets with parent(s) to explain the assessment and obtain informed consent to proceed with the assessment
> PSC or SLP provides feedback to relevant parties upon completion of assessment
> PSC and/or SLP along with other relevant personnel participates in the post assessment programming activities

Intervention

> Further in-school program accommodations or modifications
> Develop an Individual Education Plan (IEP)
> Develop an intervention for behaviour
> Develop a Safety Plan
> CYW support where available
> Other

Intervention beyond home school within the WRDSB

> Process is facilitated by the Special Education Consultant in consultation with the MDT