

Intensive Support & Assessment Program

PLANNING AND REPORTING TO PARENTS

For the first four to six weeks following the student's placement in the program, the ISA Teacher will observe and record student responses to a variety of strategies.

Develop the Individual Education Plan. The IEP is a collaborative effort on the part of parents, school staff, and appropriate resource staff. Parental input is sought, at all stages, so that parents are partners in the process of educating their children.

Evaluation of student progress is individual and linked to the IEP. **Progress reports** are completed by the ISA Teacher, in collaboration with the classroom teacher, using the Provincial Report Card and the Appendix to the Provincial Report Card, if necessary. These term reports to parents reflect progress of the student in relation to the objectives outlined in the IEP and the classroom program.

A Transition Portfolio is completed by the ISA Teacher when the student is leaving the Intensive Support and Assessment Program and moving to Core Resource.

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If you require additional information about how students are identified for the Intensive Support and Assessment Program through the IPRC process, please refer to the parent guide titled:

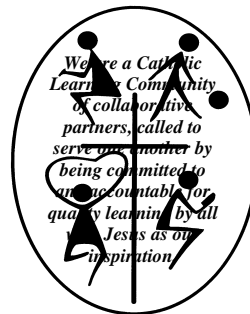
Special Education Parent Guide: Identification, Placement and Review Committee (SE/IPRC)

which is available through the school Principal.

For further information, please contact:

Your School Principal
Coordinator of Special Programs (Elementary)
Superintendent of Education: Exceptional Learners &
Safe Schools

York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 3G8
Call the number local to your exchange:
(905) 713-2711; 476-2055; 830-6803; (416) 221-5050
Fax: 905-713-1267



York Catholic District School Board

Elizabeth Crowe
Chair of the Board

Susan F. LaRosa
Director of Education

August 2008



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ISA



York Catholic District School Board

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STUDENTS ELIGIBLE FOR THE PROGRAM

Students placed in the ISA Program are students whose learning profile indicates a moderate to severe learning disability, as identified through academic, psychological, and other assessments, and supported by school data. The student will have received ongoing support through Core Resource for a significant period of time, prior to placement, and will have been unable to meet with a level of success consistent with program expectations.

PLACEMENT IN THE PROGRAM

Placement in the ISA Program occurs as the result of a decision made by an Identification, Placement and Review Committee meeting.

The ISA Program is focused on the development of literacy, numeracy and self advocacy skills, as well as learning strategies. It provides intensive instruction, not to exceed two years. Students in the Program will be placed during grades 4-6.

The student in the ISA Program is also placed with peers in an integration classroom. Over the course of placement in the ISA Program, the student will spend increasing amounts of time in the integration class, with and without support of the ISA Teacher. Social interactions with age-appropriate peers are encouraged, and opportunities to apply skills in curriculum-based learning situations are provided.

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NATURE OF THE PROGRAM

Because students with learning disabilities often lack effective strategies for processing, storing, or retrieving information, they require direct instruction to acquire skills and strategies to allow effective learning over the long-term. The Program is focused on Literacy and Numeracy, with a recognition that strengths must be developed to help compensate for areas of need, enabling the student to move toward independence as a learner. The student with a moderate to severe learning disability will typically face some challenges in compensating for a processing difficulty and must learn some compensatory strategies which can be employed on a long-term basis. An additional component of the Program includes the development of a level of understanding by the student regarding his or her own particular learning style and needs with a view to developing self-advocacy skills.

The assessment component of the Program includes identification of strategies, modifications, and accommodations which will be necessary over time to support the individual. It is recognized that such students may require school level support, throughout their school year. It is expected that this information will be an integral part of ongoing program planning.

REVIEW OF THE PLACEMENT

The Identification Placement and Review Committee meets at least annually to review the progress and placement of the student. If the student is placed outside of the home school, it is important that home school staff attend the IPRC Review and have an opportunity for input, particularly when the student's return to home school is anticipated.

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LOCATION OF THE PROGRAM

Students will be placed in their home school if possible or will access placement in another school, with the program, where space is available. At the present time, the ISA Program is not available in every elementary school. Subsequent to the meeting of the IPRC, if placement in the program requires a change of school, availability of space in a school which has the ISA Program will be determined. An opportunity for the student and the parent to visit the receiving school will be arranged by the home school Principal.

THE TEACHERS

The student in the ISA Program is supported by a teacher with Special Education qualifications, who has responsibility for providing instruction for students placed in the program. Collaboration with the Classroom Teacher is critical in ensuring success, for the student, throughout the course of the total school program.

ROLE OF THE PARENT

Parents are an integral part of the process prior to, throughout, and subsequent to, placement in the Intensive Support and Assessment Program. They are invited to participate in Identification, Placement, and Review Committee meetings. In addition, parents have an opportunity to meet with the ISA Teacher and the Classroom Teacher to discuss their child's program on a regular basis. Input by the parent is essential in successful planning to improve student learning. Parents are provided the opportunity to consult with school staff regarding the IEP.