

REPORT

OF THE

MAINSTREAMING COMMITTEE



FOR APPROVAL

by both

Sections of the Board
November 29, 1988

R. C. PELLICCIONE
Chairman of the Board

F.S. BOBESICH
Director of Education

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PREAMBLE

The method of supporting exceptional students which we have called "Mainstreaming" is a very sophisticated approach to better understanding and serving our most needy students. To be effective this approach requires of everyone involved, high levels of expertise, willingness to listen to and learn from others, excellent communication skills and a genuine desire to collaborate in the on-going process of better understanding and meeting the learning needs of exceptional students.

The system is dedicated to moving towards such an inclusive style of service delivery. This report reviews the "state of the art" as we now find it to be practiced and makes a number of specific recommendations for what needs to be done next. We are not at a sufficiently sophisticated state of development to meet the needs of all of our exceptional students in a fully mainstreamed approach at this time. A review of current practices shows a variety of support styles from congregated settings to fully mainstreamed situations. This variety of approaches will continue for some time with decisions to move towards a more mainstreamed approach being made when it is possible to appropriately support an individual or group of students in that style.

It must also be acknowledged that for most of the history of this Board, we were an "elementary" school system. Many of the approaches, which have proved to be very successful in elementary schools, do not translate directly into secondary schools. A major area of development therefore is with respect to special education at the secondary level. Future reports on the implementation of mainstreaming will more fully reflect these differences.

The direction is clear. How quickly we can move towards this goal will be determined by the rate at which our system becomes more sophisticated in understanding and responding to all of its learners.

1. INTRODUCTION

In February of 1986 a group of approximately 30 people (teachers, consultants and principals) attended a 2-day workshop at the National Institute on Mental Retardation (now the G. Allan Roeher Institute) which focussed on models for integration, overcoming obstacles to integration, dealing with attitudes, etc. Key presenters were Dr. J.S. Waters, Superintendent, Wellington County R.C.S.S. Board and Mr. G. Flynn, Director, Waterloo R.C.S.S. Board. Over the preceding ten years, the York Region R.C.S.S. Board had been moving towards a mainstreamed approach to special education. The February conference at the National Institute served as a catalyst for establishing a review of our system of supporting all students with special needs. By April of 1986 a Mainstreaming Committee had been struck to initiate the review process.

There were four subcommittees of the Mainstreaming Committee:

Directions and Philosophy

Inservicing and Programming

Operating Procedures

Student Evaluation

As these subcommittees met, they found their mandates to be very far reaching in scope. Debate could have gone on forever. The subcommittees also found that they were considering ideas and practices that were evolving even as they deliberated. The four reports thus represent a "freeze frame" in a very active process. Hopefully they can serve as a basis for the debate which is needed to *clarify, articulate, communicate and implement* a mainstreaming policy which will serve the needs of our students.

The Directions and Philosophy Committee found it very hard to reach consensus. They were, in fact, trying to do what can only be accomplished at the end of the review process. People need to know a lot more about our model of student services delivery before they can give informed assent to the philosophy of mainstreaming as practiced within our system.

The Inservicing and Programming report spoke to issues of communication and implementation which also apply to curriculum management in general. The growth factor in York Region, with the compounding impact on both increased numbers of students and teachers, has tremendous implications for inservicing.

The Operating Procedures Committee looked carefully at the detail of school level special education and made a number of recommendations for changes in the IPRC manual as well as identifying other areas for further review.

The Student Evaluation Committee also found that their study raised many new questions. One specific recommendation which the committee wanted to make but which did not fall within its terms of reference was that as a school system, we should systematically be evaluating the quality of our programs. This recommendation will be brought forward under the general curriculum management plan.

Steps followed in processing the report

- Step One** Initial presentation of the Mainstreaming Report to Academic Council.
- Step Two** Preparation of second draft.
- Step Three** Discussion and debate of Second Draft with expanded Academic Council.
- Extensive discussion and debate at Special Education Advisory Committee Conference
 January 29, 30 and 31, 1988
- Presentation to principal groups
- Presentation to the whole Mainstreaming Committee
- Step Four** Preparation of Third Draft.
- Step Five** Discussion and debate with as many groups as possible: the whole Mainstreaming
 Committee, principals, resource staff, core resource teachers, regular classroom
 teachers, OECTA, etc.
- Presented to Special Education Advisory Committee and Education Committee for
 reaction.
- Step Six** Preparation of Fourth Draft.
- Step Seven** Final approval process: Academic Council, Administrative Council, Special Education
 Advisory Committee (for final comment), Education Committee, Board.

2. ACKNOWLEDGEMENTS

CHAIRMANSHIP	-	Initially	Jack Cronin
	-	Subsequently	John MacRae

The following people served on the four sub-committees

DIRECTIONS AND PHILOSOPHY

Larry Darby	Principal on Special Assignment
Barrie Davies	Elementary Classroom Teacher
Betty Durocher	Special Education Advisory Committee
Bob Gallacher	Consultant, Intellectual Exceptionalities
Rosemary Hopps	Core Resource Teacher
Bill Malloy	Elementary Classroom Teacher
Judy Miller	Core Resource Teacher*
Marilu Miller	Consultant, Intellectual Exceptionalities
Kathy Taylor	Elementary Classroom Teacher

* Chairperson

INSERVICING AND PROGRAMMING

Maria Bardoel	Secondary School Dean
Kitty Doyle	Core Resource Teacher
Rita Duffy	Core Resource Teacher
Rose Galati	Integration Action Group
Phyllis Hayward	Program Consultant
Sylvia Jacobs	Special Education Advisory Committee
Gail Meadows	Area Consultant
Chrys Melnyk	Area Consultant
Pat Preston	Elementary School Principal
Annette Wilson	Elementary School Vice Principal *

* Chairperson

OPERATING PROCEDURES

Joan Corcoran	Area Consultant *
Kevin Gallacher	Secondary School Dean
Agatha Hathway	Core Resource Teacher
Paul Lang	Coordinator - Special Programs
Fred Pariselli	Special Education Advisory Committee
Sandra Reinsborough	Elementary School Principal

* Chairperson

STUDENT EVALUATION

Susanne Eden	Coordinator of Programs
Paule Forte	Superintendent of Schools (East)
Fran Hill	Chairman, Special Education Advisory Committee
Helene Ijaz	Supervisor, Multiculturalism & Race/Ethnic Relations
Fran MacDonald	Chief Psychologist
John MacRae	Superintendent of Programs *
Diane McWatters	Program Consultant
Shirley Zinman	Core Resource Teacher
Bob Zoskey	Superintendent of Schools (West)

* Chairperson

In addition to the people serving on the sub-committees, it is clear from steps one through seven that many people have taken the time to actively assist in the development of this document. The process is never complete. Through open discussion we continue to clarify our vision of what we are about as a Catholic Christian school system and work towards perfecting our practices to better attain our goals. The following "Beatitudes" help to keep us on the right path :

BEATITUDES FOR FRIENDS OF THE HANDICAPPED

*Blessed are you who take the time
To listen to difficult speech,
For you help me to know that
If I persevere,
I can be understood.*

*Blessed are you who never bid me to 'hurry up'
And take my task from me
And do them for me,
For often I need time rather than help.*

*Blessed are you who stand beside me
As I enter new and untried ventures,
For my failures will be outweighed
By the times I surprize myself and you.*

*Blessed are you who asked for my help,
For my greatest need is to be needed.*

*Blessed are you who understand that
It is difficult for me
To put my thoughts into words.*

*Blessed are you who with a smile,
Encourage me to try once more.*

*Blessed are you who never remind me
That today I asked the same question twice.*

*Blessed are you who respect me
And love me as I am just as I am
And not like you wish I were.*

Anonymous

3. DIRECTIONS AND PHILOSOPHY

References

The following philosophical statement is to be perceived as an extension of Ministry and Board policies and directives affecting curriculum and student services.

Reference has been made to the following documents in developing this statement:

Circular PI.JI - The Formative Years, Education in the Primary and Junior Divisions (p.4,5)

Bill 82-1980 An Act to amend the Education Act, 1972 - Section 8 of the said Act

Ministry of Education Special Education Information Handbook, 1984

Special Education Five Year Plan for Bill 82, Y.R.R.C.S.S.B. - 1978 Principle 10 - Consultative Approach, Principle 12 - Normalization

ECE Document, York Region Roman Catholic Separate School Board
Project Grade One, York Region Roman Catholic Separate School Board
Project Junior, York Region Roman Catholic Separate School Board

Philosophical Statement

In a very real sense the patterns and rhythms of learning are special and unique in every student. It is imperative that the philosophy and procedures of all those involved in facilitating the learning of all students be complementary and consistent. The Board, therefore, endorses the mainstreaming of learners with a focus on providing the most enabling learning environment.

The most enabling learning environment is one in which the students' academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age appropriate peers within the home school.

It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses. Principles for the systematic implementation of the process must be identified and articulated.

Clarification of Direction

At the present time, many of our exceptional pupils are being fully mainstreamed. This means that they are being successfully educated in a holistic manner while fully integrated with age appropriate peers in their community school. In an ideal school system, towards which we must always strive, all pupils would be fully mainstreamed. The community school would serve all of its pupils in a holistic, integrated manner making each pupil feel welcome and fully challenged.

Implementation Principles

1. Mainstreaming is a process which must evolve with a gradual phasing out when it is appropriate of the segregated approach.
2. Implementation of mainstreaming within the school should come as a result of cooperative decision-making between principal and staff. A school level committee comprised of the principal or vice-principal and equal representation of classroom teachers and school based resource personnel should be established to ensure the development and the ongoing review of the mainstreaming model.
3. The resource service delivery model is to move from the servicing of students in segregated settings to the provision of programs and support in the regular classroom when it is appropriate. Classroom teachers and *resource personnel form a team to modify and implement curriculum so that every student experiences success within the learning environment.
4. Classroom programming must focus on a holistic, student-centred approach for all children. This approach should respect individual differences - physical, social and emotional, developmental, and academic, and offer a diversity of teaching strategies and materials to accommodate individual needs, as per The Formative Years and OSIS.
5. The development of the students' individual education program should come as a result of cooperative decision-making by the parents, principal, resource team and the classroom teacher.
6. To facilitate the implementation of mainstreaming, every effort must be made to provide necessary resource people at the school level. Individual schools as well as the system as a whole are challenged to use as wide a resource base as can profitably be managed.
7. Keeping the objective of Mainstreaming in mind and always moving closer to that objective, specific decisions must be made in terms of how student needs can best be met by currently available resources.
8. Since Mainstreaming is a very sophisticated model of service delivery, clear, concise and explicit communication is essential among all of the partners in education.

* Resource personnel include Principals, Core Resource Teachers, Library Resource Teachers, Educational Assistants, Speech Pathologists, Physiotherapists, Psychological Services, Behaviour Resource Services, Curriculum Consultants, etc.

4. INSERVICING AND PROGRAMMING

Recommendations

In keeping with the direction of the Philosophy Committee, our recommendations addressed the following

Objectives:

1. To define who is to be inserviced, what is to be inserviced, how it is to be inserviced and when it is to be inserviced (to be determined at a later date),
2. To evaluate the effectiveness of this inservicing.

Who is to be Inserviced?

Participants should include all Board staff:

Senior Administration - see Rationale - Addendum 1,
Parents,
Trustees,
Principals,
Teachers,
Resource personnel,
Students
Secretaries
Custodians
Educational Assistants
Bus Drivers

• SEE RATIONALE IN APPENDIX 4-1

What is to be Inserviced?

1. The Board's philosophy of mainstreaming is to be clearly defined.
2. The dynamics of the interdisciplinary (see Addendum 1 for definition) team approach.

This team approach should include four strands: Board level, Area level, School level and Individual level.

This approach should include a diagrammatic representation of the model (diagram 1).

How is the Philosophy and the Direction of the Board to be Inserved?

1. The above recommendations are to be systematically inserved in a four-fold approach: Board-wide P.A. days, Area-level P.A. days, School-level P.A. days, Individual level. Refer to Action Plan.
2. One person in a position of added responsibility must take ownership of the inserving plans.
3. A Mainstreaming Inserving Co-ordinating Committee should be established, comprised of: Senior Administration, Four area level interdisciplinary teams, School level interdisciplinary teams.
4. The Communication Committee: purpose would be to research use of media techniques (T.V., videos, print) as a means of informing teachers, parents, community.
5.
 - o An Interdisciplinary Resource Centre is to be established for purposes of: a) inserving teachers, and b) housing a library of resource literature and current programming materials.
 - o An increased central supply bank is needed to relieve teachers for inserving.
 - o The position of Resource Centre Consultant is to be established in order to: a) co-ordinate inserving and programming workshops for mainstreaming, and b) establish and maintain the Resource Centre.
 - o A clerical position is to be established to organize and distribute the library materials.

* *
RECOMMENDATIONS IN THIS SECTION MUST BE COORDINATED WITH PLANNING FOR A RESOURCE CENTRE WHICH IS BEING DONE FROM THE TOTAL PERSPECTIVE OF CURRICULUM MANAGEMENT.

6. The Board is to encourage staff development and subsidize courses via York University.

Appendix 4-1

Definition of Interdisciplinary Team Approach

Each individual on the team makes a contribution:

1. obligation to contribute professional expertise
2. improves team process

Outcome: accomplished by an interactive effort

- contributions come from disciplines involved (see Action Plan)
- each discipline interacts and is affected by contributions from other team members

Rationale for Including All Board Members at P.D. Days on Mainstreaming

An educational system is more productive or is more apt to achieve its goal (in this case, mainstreaming) if all the employees are kept aware of what the Board is striving for.

"The quality of interpersonal relationships is seen as a fundamental determinant in the success or failure which people realize in their jobs." (Reporter, April, 1987)

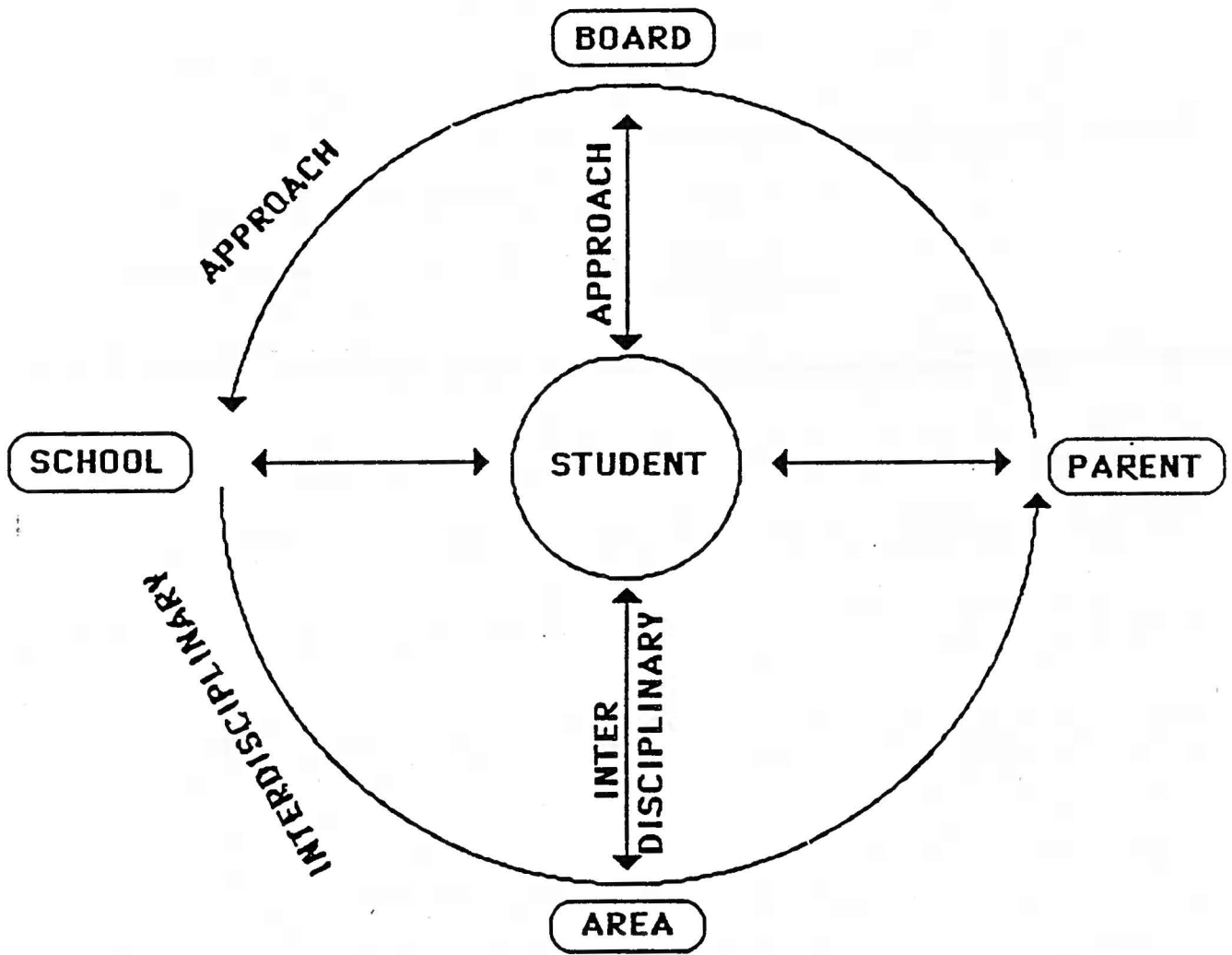
In order that employees have an understanding and an appreciation for change in our educational system, employees need to be given the opportunity to learn about and become aware of the philosophy of mainstreaming and the direction of the Board.

Children with challenging needs have become a familiar sight in our schools. Inservicing employees leads to a heightened awareness of the need for change, that these children have the right to belong in our community, as much as we do.

If employees are kept informed of the goals and commitment of the Board, the quality of interpersonal relationships is enriched. Employees begin to feel that they are an integral part of the process. They feel that they also can affect the need for change and will more willingly accept the joint responsibility in enabling this to happen. Employees who feel they belong and know that what they are doing is important and useful to the operation and maintenance of the system respond in a more positive and productive manner.

In order that mainstreaming be successfully implemented, the work environment must respond to the challenging learning needs of exceptional pupils. This can only be accomplished by keeping all employees informed about the intention and the direction of the Board. All employees should be provided with the opportunity to be part of the process that establishes a better and more productive environment for pupils with challenging needs.

DIAGRAM 1



ACTION PLAN

	EDUCATORS	PARENTS	STUDENTS
BOARD	<p>Mainstreaming philosophy presented by Director and Superintendent of Programming (Inter-disciplinary Approach)</p> <p>Video, Handbook, Media Coverage</p>	<p>Mainstreaming presented by Senior Administration (Board and Area) Parish Community Schools Video, Parent Booklet, Media Coverage</p>	
AREA	<p>Plan for Implementation presented by Superintendent of Programming, Area Team, Area Council, Teacher Representatives (Inter-disciplinary Approach) Inter-disciplinary Approach elaborated</p>		
SCHOOL	<p>Application of plan presented by in-school inter-disciplinary team led by Area Superintendent. Presenters are to include Principal and Resource Personnel. To be presented to Teachers, Core Resource Teachers, Librarian Resource Teacher, Educational Assistants.</p>	<p>Presentation of School Philosophy of Mainstreaming defined and outlined at Teacher-Parent meeting by Principal, Teachers and Resource Personnel.</p> <p>Initial Information meeting, Video, Parent Booklet.</p>	<p>Presentation of Philosophy Video, discussion in class or by division. Liturgical celebrations. (Awareness of differences and challenging needs of others. Mainstreaming Unit.</p>
INDIVIDUAL	<p>Led by Principal Presented by Teachers Gathering information and exploring techniques and strategies for individual child.</p>	<p>Develop child's Individual Educational Plan. (Parental Involvement)</p>	<p>Look at individual needs. Recommendations e.g. peer partners, cooperative learning.</p>

5. OPERATING PROCEDURES

Recommendations

1. The acceptance of the enclosed changes in *The School Level/Special Education Identification, Placement and Review Committee Manual, Revised 1988*.
2. That a Committee must be struck to revise the role of the Core Resource Teacher. This Committee should be chaired by a Supervisory Officer.
 - o 50% of the Committee should consist of Core Resource Teachers (with representation from elementary, secondary and French panels),
 - o the remaining 50% should include representation from principals, consultants, SEAC, the Operating Procedures sub-committee and other resource staff.
3. That inservice and change should be well consolidated during 1989.
4. That the Operating Procedures sub-committee should continue to refine and revise where necessary the current procedures and forms in order to implement the changes.

Some refinements/revisions that need to be considered include:

 - o record keeping/tracking of students
 - o written reporting
 - o transition to new system with respect to children IPRC'd before September 1988

Appendix 5-1

Main changes in the 1988 revision of *The School Level Special Education Identification, Placement and Review Committee Manual*.

During Stage Three (Beginning of Special Education Involvement)

- a) Core resource teachers may work with children in the regular classroom using the classroom programs;
- b) Classroom teacher remains responsible for communicating with and reporting to the parents;
- c) Core resource teacher's involvement in the main should be with children for whom the classroom teacher has a concern;
- d) Stage Three should last no longer than one term;
- e) After this term a decision to proceed with a referral would be made co-operatively by principal, classroom teacher and core resource teacher.

During Stage Four (Assessment, Case Conference, Parent Meeting)

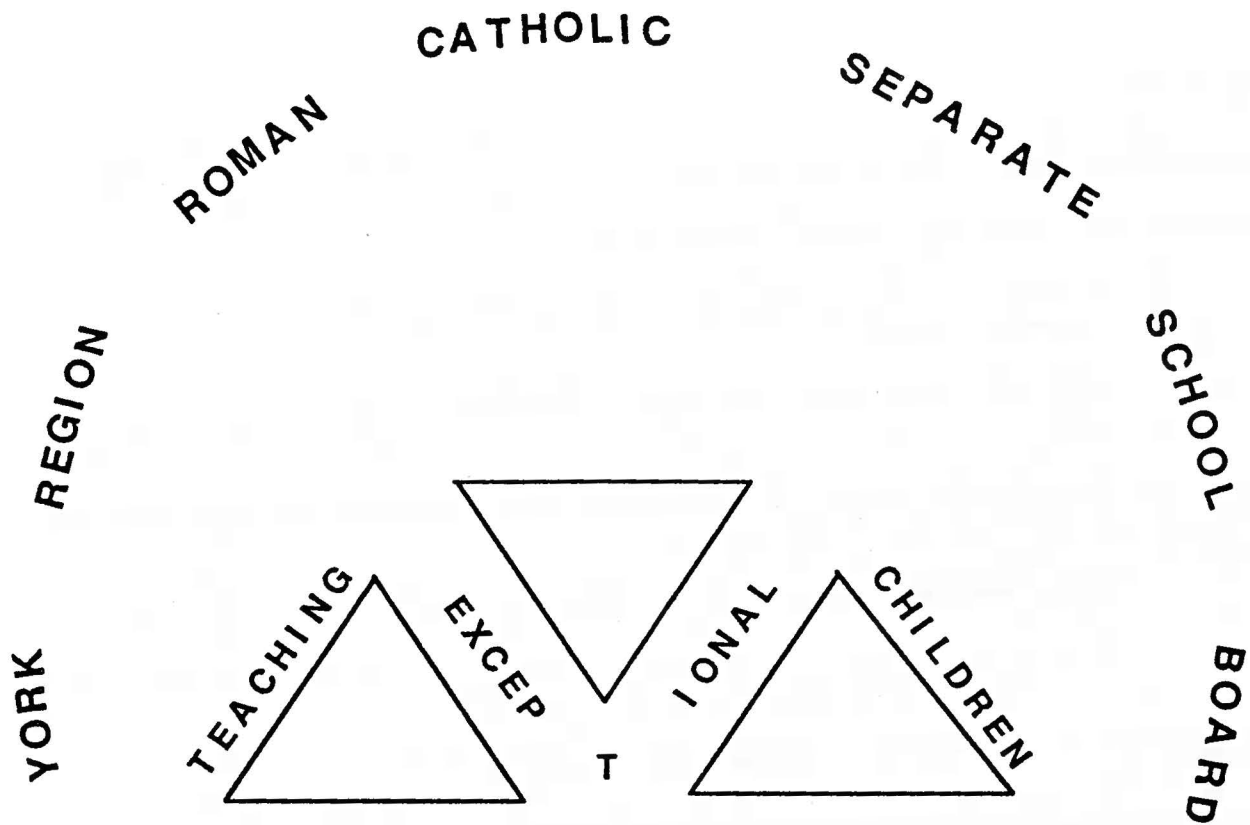
- a) If a child cannot be serviced totally in the regular classroom without more individualized work, i.e., assessment, individualized teaching (in any school setting) than an S.P.E. must be signed;
- b) SPE is valid for one year from date of signing;
- c) Once SPE is signed the core resource teacher must communicate with parents in concert with the classroom teacher at reporting times or as deemed necessary by both teachers/principal;
- d) At the end of this twelve month period, a commitment to the child must be decided upon, at a Case Conference with a parent meeting then arranged;
- e) This parent meeting could replace the school level SE/IPRC. If so, it must be attended by the classroom teacher, core resource teacher and principal or vice-principal;
- f) A parent's signature on the parent meeting section of the SPE would be obtained if the child is to receive core resource services through the above procedure;
- g) The child's progress and commitment to the child must be reviewed through case conference annually.

During Stage Five (SE/IPRC Meeting - Identification and Placement)

- a) School level IPRC becomes optional.

During Stage Six (SE/IPRC - Review)

- a) Remains for those children who have been through the IPRC process.



THE SCHOOL LEVEL SPECIAL EDUCATION IDENTIFICATION,

PLACEMENT AND REVIEW COMMITTEE MANUAL

REVISED 1988

THE SCHOOL LEVEL SPECIAL EDUCATION IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

A. RATIONALE

The establishment of a School Level Special Education Identification Placement and Review Committee (SE/IPRC) is a prerogative of the Board under Regulation 554/81 - Special Education Identification, Placement and Review Committees and Appeals, Section 2.

The Consultative-Preventative-Normalization Model of Special Education (C-P-N) allows many pupils to receive Special Education programs and services quickly. This model allows many children to be served in the least restrictive environment and by professionals who are closest to the pupil and who have established a trusting relationship with the parents. In the C-P-N Model of Special Education different pupils have different needs and the majority of pupils and parents would need and want only a low level, low profile SE/IPRC. It is necessary that the Board's structure of SE/IPRC be consistent with the Board's philosophy and C-P-N Model of delivery of Special Education programs and services.

The School Level SE/IPRC allows school personnel to use all the school's regular and Special Education programs, resources and services to meet the educational needs of exceptional children.

B. GOALS/AIMS

The following goals/aims are for School Level Special Education Identification, Placement and Review Committees :

- to maximize the use of school resources in relation to the exceptional child.
- to guarantee the delivery of Special Education programs and services within the school, if requested by parents and/or principal.
- to formalize communication with pupil, parents and professionals.
- to conduct a SE/IPRC meeting that is low profile.
- to minimize the necessity for appeals from a School Level SE/IPRC.

C. OBJECTIVES

The following objectives are for School Level Special Education Identification, Placement and Review Committees :

- to identify the pupil as exceptional.
- to identify the needs of a pupil.
- to identify and to determine the in-school resources that will be used to service the needs of a pupil.
- to review pupil's progress on a continuous basis.

D. 1) PARAMETERS AND CONDITIONS

(Identification and Placement)

- The School Level SE/IPRC determine only the use of school programs and resources.
- The School Level SE/IPRC makes decisions that invoke the first level of Special Education programs and services at the school level after a case conference.
- The School Level SE/IPRC takes place only after Stage # 1, 2, 3 and 4 of the Delivery of Special Education at the School Level have been completed.
- The School Level SE/IPRC ensures that pupils who need a Special Education placement, that is core resource, or regular class with modification receive the program for a minimum of three months.
- The School Level SE/IPRC may determine that a pupil is not exceptional and the appropriate placement is in a regular class with no modification of program.
- The School Level SE/IPRC may determine that a pupil is exceptional and the appropriate placement is in a regular class with no modification of program.

D. 2) PARAMETERS AND CONDITIONS (REVIEW)

- The School Level SE/IPRC (Review) reviews a pupil's progress only after the pupil has been in the program/placement for three months.
- The School Level SE/IPRC (Review) reviews the program/placement of a pupil at least once every twelve months.
- The School Level SE/IPRC (Review) obtains and considers an educational assessment.
- The School Level SE/IPRC (Review) determines if the program/placement is meeting the needs of the pupil.
- The School Level SE/IPRC (Review) may make one or more the following recommendations about a pupil's program placement :

i)	continuance	iv)	Further assessment
ii)	change	v)	to cluster/central level SE/IPRC
iii)	monitoring	vi)	discharge

E. MEMBERSHIP OF SCHOOL LEVEL SPECIAL EDUCATION IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

The members eligible for a School Level SE/IPRC shall be appointed by the Board on the recommendation of the school principal in the September of each school year.

A quorum of School Level SE/IPRC shall consist of at least three of the following persons, one of whom must be a principal, vice-principal or Supervisory Officer.

- a) The Superintendent of Education (Services) or delegate.
- b) A Principal or Vice-Principal who shall be the Committee Chairperson.
- c) Core Resource Teacher(s) of the School.
- d) Teacher(s) on the staff of the school approved by the Board.

F. DUTIES OF CHAIRPERSON OF SCHOOL LEVEL SPECIAL EDUCATION IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

- a) Shall convene and chair the meeting.
- b) Shall facilitate the decision-making process.
- c) Shall see that the Minutes of the meeting are kept according to the guidelines of SP14.
- d) Shall reconvene the Committee according to Reg. 554/81-Section 2(iv) i.e. if the pupil's parents wish further discussion of the Committee's statements.

G. DUTIES OF HOME SCHOOL PRINCIPAL RE SCHOOL LEVEL SPECIAL EDUCATION IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

- a) Shall invite parents, in writing, to attend.
- b) Shall arrange for necessary resource persons to be in attendance.
- c) Shall appoint the classroom teacher with the resource person involved to present the pupil's needs and to prepare the educational assessment (SP10)
- d) Shall attend to the follow-up of all necessary forms and documents required.
- e) Shall review each pupil's needs annually.

H. THE POSSIBLE RECOMMENDATIONS OF SCHOOL LEVEL SE/IPRC

a) **Identification**

_____ is not exceptional
_____ is exceptional

b) **Placement/Program**

- i) _____ Core Resource
- ii) _____ Regular class with no modification
- iii) _____ Regular class with modification of program
- iv) _____ Further assessment
- v) _____ Area/Central Level SE/IPRC

c) **Review**

- | | |
|-----------------------|-------------------------------------|
| i) _____ Continuance | iv) _____ Further Assessment |
| ii) _____ Change | v) _____ Area/Central Level SE/IPRC |
| iii) _____ Monitoring | vi) _____ Discharge |

STAGES IN THE DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

STAGES LEADING TO
SCHOOL LEVEL SE/IPRC

ACTION # 1

ACTION # 2

STAGE ONE

TEACHER AND PARENT DIALOGUE

Suspected challenging needs
identified by :

Dialogue

Closer observation
of child's
performance by
Teacher

Pupil
Parent
Teacher
Ontario School Record

Teacher and
Parent(s)

*If further planning is needed,
then go to Stage Two*

STAGE TWO

TEACHER AND PRINCIPAL DIALOGUE

Principal

Dialogue

Class program or
strategies
developed by :
- teacher
- program resource
teacher(s)
- program consultant(s)
- English as a Second
Language teacher

Teacher and
Principal

*If further planning is needed,
then go to Stage Three*

EXPLANATION OF STAGES IN THE DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

EXPLANATION

FORMS

REFERENCES

STAGE ONE

TEACHER AND PARENT DIALOGUE

The identification of a pupil with challenging needs is through the pupil, parent, teacher or the pupil's Ontario School Record. Communication with the pupil's parents is necessary and the teacher will make closer observation of how the pupil works and how the pupil responds to different pupil-teacher actions.

NO SP FORMS

School SE/IPRC
Manual - p. 3,4
Room for All - p.19-21
What Ifs - # 1, 5, 11,
27, 29 Appendix B

It is desirable that through Parent and Teacher dialogue, the pupil needs are clarified and addressed and no further action is necessary.

***However, if further planning is needed
go to Stage Two.***

STAGE TWO

TEACHER AND PRINCIPAL DIALOGUE

The Principal has the responsibility for the professional growth of teachers and the educational progress of pupils. Therefore, a teacher by sharing with the Principal a pupil's challenging needs is helping the pupil to receive the advantages of the human knowledge and resources available to the school. Different classroom programs may be tried. Classroom organization may be changed. A different perspective of the pupil may be gained. Other resource people may be able to help solve the pupil's problem through their expertise.

SP(A) (Optional)
SP(B) (Optional)

ECE 1
ESL 1, 11

School SE/IPRC
Manual-p.3
Room for All-p.6-7
What Ifs-#8,19
Appendix B

It is desirable that through Principal-Teacher and Teacher-Resource people dialogue and action that the pupil's needs are clarified and addressed and no further action is necessary.

***However, if further planning is need,
go to Stage Three***

STAGES IN THE DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

STAGES LEADING TO
SCHOOL LEVEL SE/IPRC

ACTION # 1

ACTION # 2

STAGE THREE

BEGINNING OF SPECIAL EDUCATION INVOLVEMENT

Principal/CRT/Other
related in-school
personnel.

Professional dialogue
with teacher, core
resource teacher,
and/or other relevant
personnel and Principal
which may be initiated
by school internal
referral procedure.

Consultative Role
REsource Teacher.
CRT may observe and
interact with pupil(s)
in groups within the
classroom.
The classroom teacher
dialogue and co-plans
with CRT to adapt the
classroom program.

Parents are informed by Classroom Teacher

*If further planning is needed
go to Stage Four*

EXPLANATION OF STAGES IN THE DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

EXPLANATION

FORMS

REFERENCES

STAGE THREE

BEGINNING OF SPECIAL EDUCATION INVOLVEMENT

The combined knowledge of teacher, principal and core resource teacher is used at the school level. By consulting together, these professionals may be able to clarify and address the needs of the pupil. The consultative role of the core resource teacher should be used.

This resource teacher may be able to suggest, provide, and assess pupil's work in his/her program that will benefit the pupil.

Consultation
No SP Forms to
maximum period of
one term or semester

Consultation is
entered on Core Resource
Register.

School SE/IPRC
Manual-p.4
Room for All-p.7-9
What Ifs-#6,7,9
Appendix B

The pupil's parents are informed of the new programs
being tried and are encouraged to help in the process.

***However, if further panning is needed
go to Stage Four***

STAGES IN THE DELIVERY OF SPECIAL EDUCATION AT THE SCHOOL LEVEL

STAGES LEADING TO SCHOOL LEVEL SE/IPRC

ACTION # 1

ACTION # 2

STAGE FOUR

ASSESSMENT, CASE CONFERENCE, PARENT MEETING

a) Parents are informed of child's continuing difficulty by classroom teacher	Parents sign, <i>Parental Consent for School Academic Assessment Form</i> and/or S7, Form 14.	To obtain additional information about the learning needs of the child.
b) School Academic Assessment	By Core Resource Teacher and/or relevant school personnel.	This academic assessment may take place over a period of time in a withdrawal and/or classroom setting.
c) Informal Case Conference of Professionals	Strikes a direction to meet pupil's needs and determine need and level SE/IPRC	Special Programs Teacher, Area Consultants, Psychometrist, Psychologist, Behaviour Resource Personnel Speech Pathologist, Physiotherapist - may be invited for consultative purposes.
d) Parent(s) Meeting	Results of academic assessment and case conference are shared with parent(s).	Action to be taken by Parents, teacher and principal AND/OR preparation of parents for School Level
SE/IPRC		
e) Annual Case Conference Conference and Parent meeting.	Principals calls case conference and parent meeting to discuss pupil's progress.	<ul style="list-style-type: none"> - discontinue service - continue service - SE/IPRC

<p>NO SCHOOL LEVEL SE/IPRC TAKES PLACE UNLESS A PARENT MEETING HAS BEEN HELD.</p>
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EXPLANATION OF STAGES DELIVERY OF SPECIAL EDUCATION SERVICE (SCHOOL LEVEL)

EXPLANATION	FORMS	REFERENCES
STAGE FOUR	ASSESSMENT, CASE CONFERENCE, PARENT MEETING	
a) It is necessary to obtain knowledge of the academic strengths and weaknesses of a specific pupil to plan an individual program for him/her. The pupil's parents need to know what has already been done for the pupil, what has succeeded and what has not, and the reason for and what form the school academic assessment will take. The classroom teacher shall communicate with the parents. If the pupil has been assessed by another Board or Agency, release of information forms have to be signed by the parents.	SP(E) (Mandatory) S7 Form 14	School Level SE/IPRC p.4 Room for All p.5-9 What Ifs - #10 Appendix B.
b) School Academic Assessment is carried out by the Core Resource Teacher. This assessment may involve classroom observations, prescriptive-diagnostic sessions, individual testing sessions. It may be carried on for a period of time up to twelve months.	SP(F) (Mandatory)	What Ifs - # 12
c) The informal case conference of professionals provides an opportunity for all the professionals to share data about the pupil and to plan a direction to meet the pupil's program-need. NO SINGLE PROFESSIONAL NEEDS TO MAKE A DECISION ABOUT A PUPIL'S ACADEMIC LIFE. A GROUP DECISION IS GENERALLY A BETTER DECISION. If a SE/IPRC is required, this group would determine the level of SE/IPRC that should hear the pupil's needs and be able to provide the resources that the pupil's program requires.	SP(B) (Optional) SP10 (Mandatory)-for referral + SP4 if necessary SP11 (Mandatory) - for SE/IPRC	What Ifs - # 10,28 Room for All - P.8

- d) The parent meeting provides the pupil's parents with the results of academic assessment and the case conference. Parent, Teacher, Principal agree on course of action and sign the SP(F). However, if a SE/IPRC were necessary the parents should be fully informed of the reasons for the SE/IPRC and be given time to consider what has been discussed at the parent meeting.

SP(B) (Optional)
"Parent Information
Handbook"

What Ifs - # 13

SP(F) (Mandatory)

- e) The pupil's progress shall be re-evaluated formally at least once annually.

SP(F) (Mandatory)

*However, if the decision to hold SE/IPRC is made
then go to Stage 5.*

LETTER TO PARENT MANDATORY

STAGES IN THE DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

STAGES LEADING TO
SCHOOL LEVEL SE/IPRC

ACTION # 1

ACTION # 2

STAGE FIVE

School Level SE/IPRC
Identification and
Placement

a) SE/IPRC MEETING - IDENTIFICATION & PLACEMENT

The SE/IPRC determines that the pupil
needs/does not need the School's
Special Education Services.
(Ministry Reg. 554/81 designates
a pupil as "exceptional" during the
period of School Level, Special
Education programming).

- Core Resource
- Regular class
with program
modifications
- other - see
p.6 Section H

b) PROGRAM/PLACEMENT DELIVERY

Pupil receives programming from
a Core Resource Teacher.

To Stage Six
below

OR

If required

- a) Assessment
- b) Case Conference
- c) Parent meeting

To Area/Central
SE/IPRC

EXPLANATION OF STAGES DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

EXPLANATION	FORMS	REFERENCES
STAGE FIVE	a) SE/IPRC IDENTIFICATION AND PLACEMENT	
The School Level SE/IPRC determines the use of resources available in the school. The level of school assessment is centred on how a pupil is progressing in his/her main academic areas. Therefore, the identification of a pupil at the school level as "exceptional" simply means that the pupil requires the services of the core resource teacher for a period of time. At the School Level SE/IPRC the term "Placement" is synonymous with "program".	SP11 (Mandatory) SP 14 (Mandatory) SP18 (a) (b) (Mandatory) SP 5 (Mandatory)	School Level SE/IPRC p. 5-6 What Ifs - # 14,15,16, 17,18,20,21, Appendix B
	b) PROGRAM/PLACEMENT DELIVERY	
If the pupil is receiving a program/placement and is progressing satisfactorily, the review process in Stage Six is following. See forms below.	SP10	
If the pupil is receiving a program/placement and is not progressing satisfactorily, a case conference or a referral to "out-of-school" professional would determine the next course of action.	SP4 (If required)	

STAGES IN THE DELIVERY OF SPECIAL EDUCATION SERVICES AT THE SCHOOL LEVEL

STAGES LEADING TO
SCHOOL LEVEL SE/IPRC

ACTION # 1

ACTION # 2

STAGE SIX

SE/IPRC MEETING - REVIEW

SE/IPRC - Review

Principal convenes
SE/IPRC to consider
pupil's progress

- Continue placement
- Change in program
- Other, See p.6
Section H

EXPLANATION OF STAGES DELIVERY OF SPECIAL EDUCATION SERVICE AT THE SCHOOL LEVEL

EXPLANATION

FORMS

REFERENCES

STAGE SIX

SE/IPRC - REVIEW

The review portion of the School Level SE/IPRC assures that the pupil's progress is re-evaluated formally at least once annually from the date of the pupil's placement/program. A SE/IPRC cannot be reconvened until after the pupil has been in the placement/program for three months. This length of time allows various programs to be tried and pupil's response to them assessed.

SP(F) (Mandatory)*

SP11 (Mandatory)*

SP14 (Mandatory)

SP18 (a) (b) (Mandatory)

SP5 (Mandatory)

School Level SE/IPRC
p. 5-6

What Ifs - # 8,22,23,
24,26,27,30,33
Appendix B

- * Undated information only, if appropriate and if necessary.

LETTER TO PARENT (MANDATORY)

6. STUDENT EVALUATION

Terms of Reference

- o** Examine current practices on pupil evaluation,
- o** Develop a statement of direction with respect to pupil evaluation which is compatible with the mainstreaming policy, the curriculum renewal projects and the Board's policy on Multiculturalism and Race Relations.

Summary of Discussions

Reports were given by the Program Department, Chief Psychologist and the Core Resource Teacher regarding existing practices. The presentations were discussed and examined against the report prepared by the Committee on Pupil Assessment (1983). It was noted that many of the concerns cited in this earlier report remain key issues.

These include:

- a need to improve pupil evaluation as an integral part of our ongoing teaching
- a need to match methods of evaluation with the goals and objectives of curriculum, that is measuring what we are teaching
- a need for inservice to improve the teachers' understandings and skills of evaluation
- a need to respond to the pressure for standardized testing

The committee felt that although these issues have changed little over the past four years, the sensitivity toward assessment of students from minority cultures has increased. It recognized, however, that much work remains with respect to evaluation of students for whom the language of instruction is a second language. Consideration also needs to be given to gender and class bias that may impact on the assessment of students.

Statement of Direction

It is the Board's policy that every student must receive an education suited to his or her needs or abilities.

To ensure this, effective ongoing assessment and evaluation is essential. The statement of direction is based upon the belief that evaluation is a continuous process which forms an integral part of the learning process.

The committee believes that evaluation must reflect the theory and practice outlined in our program descriptions and respect the policy on Multiculturalism and Race Relations adopted by the Board. For this reason, the committee endorses multi-methods of evaluation designed to accommodate the needs of individual children: cultural, social, intellectual, physical and developmental. Multi-methods encompass both informal and formal approaches to assessment and evaluation, including the appropriate use of standardized tests.

In general, the first level of assessment ought to be done by the teacher through observation, conferencing analysis of pupil work and where appropriate, teacher-made tests. Teacher assessment must be comprehensive and holistic, that is include all areas of development, not simply the intellectual. The purpose of evaluation is to provide the teacher with the information needed to make decisions regarding the program and to ensure that needs are being recognized. Such assessment is the basis upon which program planning is developed. This summative evaluation should result in modification not only to what is being taught, but to how, when and to whom. It should also provide valuable clues to the effectiveness of the learning environment for all children. Given the broad range of individual differences, the teacher may require the support of the program resource staff to determine ways in which the general program can be made more effective for a broader range of needs.

Where further information is required as a basis for program modification the second level of assessment is introduced through consultation with the special education resource staff and in some cases Psychological Services. It is critical that the support staff from Programs, Special Education and Psychology co-operate in partnership to provide an integrated approach to assessment. This process involves consultation, further observation, administration and interpretation of appropriate tests and program planning.

Recommendations

Given the emphasis on multi-methods of evaluation, and recognizing the concerns regarding practices that are biased with respect to culture, race, gender and class, the committee makes the following recommendations:

- o that innovative materials be developed as a basis for evaluation which include conferencing, observing, interacting, evaluating product as a reflection of process, analysis of written language and reading samples;
- o that support materials, in particular video tapes, be prepared which illustrate these techniques and offer concrete assistance in their use;
- o that explicit directions be provided regarding the use and misuse of standardized tests, addressing such issues as whole class testing, mismatch between content of the test and what is being taught and interpretation of tests for children with special needs, including cultural and linguistic minority children and children from different socio-economic classes;
- o that existing methods of evaluation be examined for racial, cultural, gender and class bias;
- o that alternative methods be developed for assessment in the mother tongue of newly arrived immigrant students;

In order to carry out these recommendations the committee recognizes the need to hire additional staff and allocate resources to assist in:

- o preparation of innovative materials, including pupil profiles;
- o preparation of support material;
- o conducting teacher inservice;
- o conducting system-wide research;
- o initial assessment and ongoing evaluation of cultural and linguistic minority students;
- o sensitizing principals, teachers and support staff to specific issues related to the assessment and placement of cultural, racial and linguistic minority students and students from different socio-economic classes.

Without these concrete measures being taken, the committee believes that the issues will not change and the problems of effective evaluation will continue.

Supplement re: Evaluation of Cultural and Linguistic Minority Children

We know that many standardized tests are culturally and racially biased. Assessments which rely heavily on the results of these tests contribute to the accumulation of information about cultural and racial minority children that may be invalid and misleading. Use of such data can result in misconceptions about students' capabilities and inappropriate programming. It is therefore important that assessment procedures include definite safeguards for children from racial and ethnocultural minorities.

Recent research has found that children from diverse cultural backgrounds are not homogeneous in their cognitive styles and in their affective responses to the environment. Assessment and evaluation procedures must demonstrate awareness of such differences. For this reason, the following recommendations must be considered in formulating recommendations and practices:

The pre-school screening of cultural and linguistic minority students with little or no English or French skills must be conducted in the students' native language, wherever possible and appropriate.

In the case of cultural or linguistic minority students who are recently arrived immigrants to Canada, and who have little or no knowledge of English or French, an academic assessment ought to be conducted in the mother tongue.

This initial assessment of such pupils should obtain information on:

1. the students' education history and academic background;
2. family and cultural background (including culture-specific practices and behaviours);
3. any problems of a medical nature which might affect learning in general and/or the acquisition of a new language in particular (e.g., impairment in hearing or vision, head injuries, etc.);
4. communication skills in listening, speaking, reading and writing in the native or dominant language/dialect (bilingual skills where appropriate);
5. ability to handle mathematical concepts;
6. whether performance levels are approximately consistent with students from a similar linguistic and educational background taking into account any interruptions in schooling for a variety of reasons (e.g., political, economic, time spent in transit, health, etc.);
7. behavioural characteristics, adjustment to new environment, and overall emotional well-being.

In addition to the academic assessment, the above information can be obtained through contacts with the student's family, guardians, through various professionals, and school documents from the country of origin.

Initial placement and program decisions for students with limited or no English/French skills are to be made in close consultation with ESL/D personnel and the Superintendent of French Language Education.

The initial placement of cultural and linguistic minority students should be tentative, and progress is to be carefully monitored. An appropriate adjustment period must be allowed before formal assessment is conducted. Any assessment and testing procedures used should be as free as possible of race and ethnic bias.