Special Education 101 for Administrators

Principal Short Course – July 7, 2021

Trish Reeve – Superintendent of Education

Saskatoon Public Schools

Agenda

Multi-tiered systems of support (RTI)

Inclusionary considerations

Intensive support process

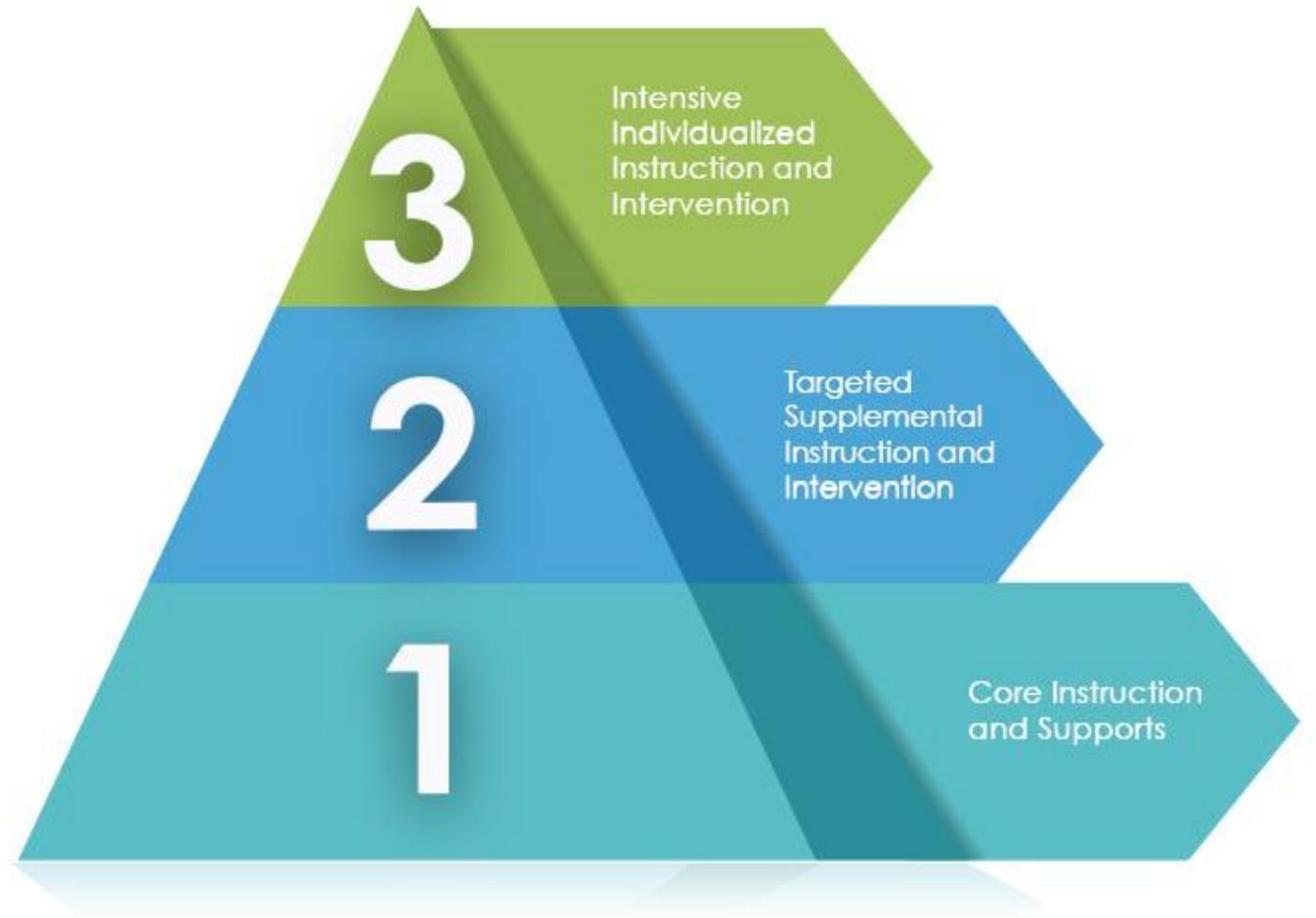Roles and responsibilities of the school-based administrator

Support to school-based teams

Multi-Tiered System of Supports

3 — Intensive Individualized Instruction and Intervention

2 — Targeted Supplemental Instruction and Intervention

1 — Core Instruction and Supports

Key Elements of MTSS

- Universal screening for all students early in each school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social, and emotional needs
- A schoolwide approach to student support, with teachers, counselors, speech language pathologists, psychologists, and other specialists working as a team to assess students and plan interventions
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents and caregivers can understand the interventions and give support at home
- Frequent monitoring of students' progress to help decide if they need more interventions
- The use of evidence-based strategies at every tier of support

Ministry of Education

CLASSROOM-BASED SCHOOL-WIDE INTERVENTIONS

DIFFERENTIATED INSTRUCTION

LEARNING ENVIRONMENT

INCLUSIVE PRACTICES

PARENTAL/ CAREGIVER INVOLVEMENT

FOSTERING INDEPENDENCE

ASSESSMENT

TEAM MEETINGS

TARGETED/GROUP INTERVENTIONS

MULTI-DISCIPLINARY TEAM/INTER-AGENCY: DIRECT SERVICES

RECORD OF ADAPTATIONS

PARENTAL/ CAREGIVER ENGAGEMENT

ASSISTIVE TECHNOLOGY

INTENSIVE INDIVIDUAL INTERVENTIONS

ASSESSED AREAS OF NEED

PRIORITY AREAS OF IMPACT

SUPPORTS TO ADDRESS NEEDS

INCLUSION AND INTERVENTION PLAN

Tier III
Individualized intensive interventions

Tier II
Targeted small group interventions for at-risk students

Tier I
Whole class research-based core instruction
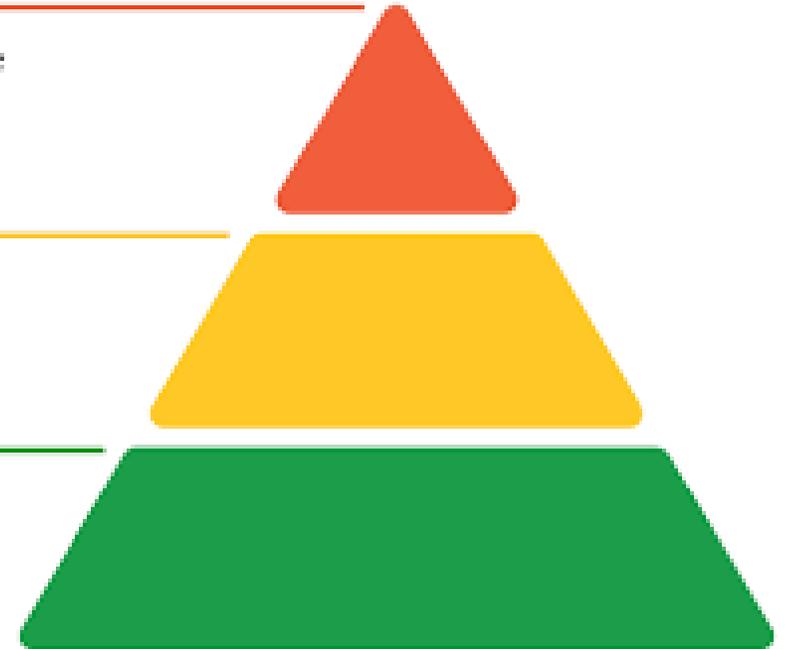
Inclusionary Considerations

A Needs-Based Service Delivery Model

Actualizing a Needs-Based Model

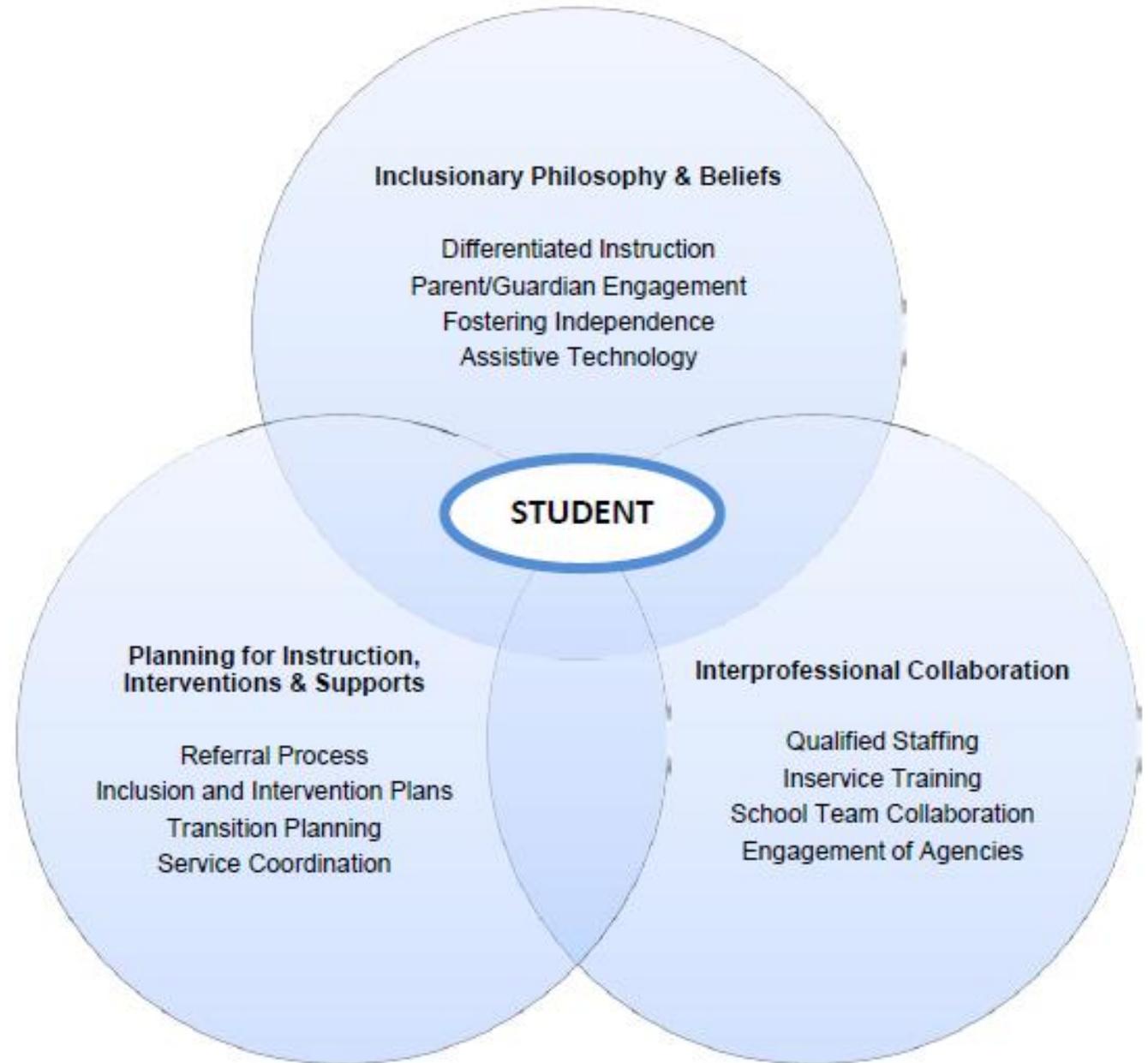Saskatchewan Ministry of Education 2015

saskatchewan.ca Student First Government of Saskatchewan

Three Key Principles
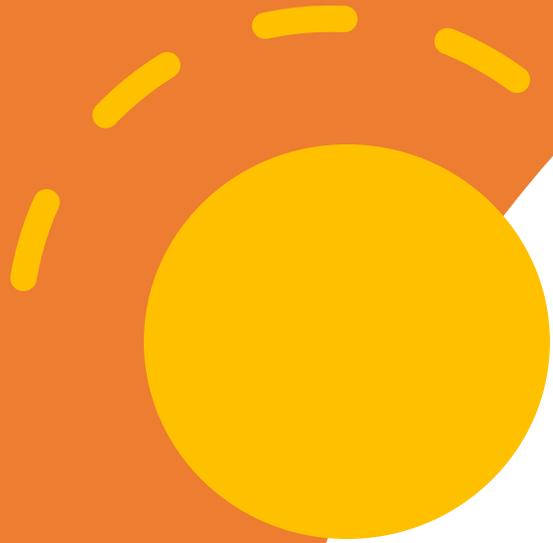

Inclusionary Philosophy & Beliefs

Differentiated Instruction
Parent/Guardian Engagement
Fostering Independence
Assistive Technology

STUDENT

Planning for Instruction,
Interventions & Supports

Referral Process
Inclusion and Intervention Plans
Transition Planning
Service Coordination

Interprofessional Collaboration

Qualified Staffing
Inservice Training
School Team Collaboration
Engagement of Agencies

Inclusionary Philosophy and Beliefs

Medical Model	Needs-Based Model
From a focus on the diagnosis and/or the categorical label of the student's disability	To a focus on the strengths, abilities and needs of the student
From an emphasis on the "problems" or deficits of the student that need to be "cured" or managed	To an emphasis on the supports that the student requires and the elimination of barriers
From an approach that fosters dependence by sheltering and protecting the student	To an approach that nurtures independence/ interdependence by providing opportunities that promote the development of personal empowerment and self-determination
From a view that the student will benefit best by functioning in specialized environments in relative seclusion from others	To a view that the student will benefit best by functioning within the immediate community and wider society
From an unchanged society that expects the student to adapt to the environment in order to be included	To an evolving society that believes that all students belong and are valued members of a diverse society
From an attitude of pity and charity towards those with disabilities	To an attitude of respect and appreciation for diversity

Funding Model

School division receive a grant ("PreK – 12 Funding Distribution Model") to cover the basic costs of providing classroom instruction. In addition to the base student grant, the Ministry also provides supplementary funding (Supports for Learning – SFL) to address student vulnerability.

This specific pool of funds is earmarked for students requiring intensive supports and disbursed across the province based on total enrolment.

This approach follows a block funding model that allows school divisions to make decisions on the type and volume of services to be offered. Funding *IS NOT* allocated on a per-student basis.
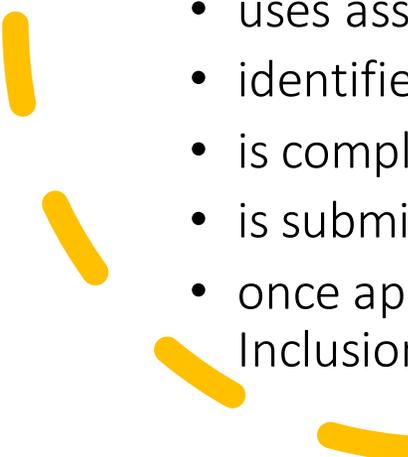
Identification of Students

Impact Assessment Profile (IAP)

The IAP is used as a tool to identify students in need of intensive support. The IAP is a companion document to the Inclusion & Intervention Plan (IIP)

The IAP:

- is student specific
- uses assessment to inform impact.
- identifies priority areas of impact and links to necessary supports
- is completed for students requiring intensive supports
- is submitted for division approval through CLEVR.
- once approved (signed off by Coordinator: Special Education), the school team begins the Inclusion & Intervention Plan

## Overall Rubric

Area	1	2	3	4
Independence	Completes tasks and follows instructions in a manner similar to same-age peers	Completes tasks and follows instructions with periodic assistance and supervision	Completes tasks and follows instructions with frequent assistance and supervision	Completes tasks with continuous assistance and supervision
Personal/Social Well-being	Generally demonstrates positive age-expected emotional health and social skills	Periodically benefits from support in developing age-expected emotional health and social skills	Frequently benefits from support in developing age-expected emotional health and social skills	Requires intensive support in developing age-expected emotional health and social skills
Communication (speech and/or language and/or alternative forms of communication)	Effectively expresses ideas, thoughts and needs at a level commensurate with peers.	Periodically has difficulty understanding and/or expressing ideas, thoughts and needs; requires prompts and supports	Frequently has difficulty understanding and/or expressing ideas, thoughts and needs; requires prompts and supports	Benefits from intensive support to communicate basic needs and wants.
Health/Medical Needs/Personal Care	No health needs or medical condition is currently well-managed	Requires periodic monitoring and/or assistance with health and/or personal care needs	Requires frequent monitoring and/or assistance with health and/or personal care needs	Requires intensive monitoring and/or assistance with health and/or personal care needs
Academic Achievement	Performing at or above expected achievement based on learning capacity	Performing at expected achievement with specific adaptations and supports based on learning capacity	Performing below expected achievement with specific adaptations and supports based on learning capacity	Unable to demonstrate expected achievement with intensive adaptations and supports based on learning capacity
Safety	No threat or harm to self or others	Requires periodic supervision to ensure no harm to self or others	Requires frequent supervision and prompting to ensure no harm to self or others	Requires intensive supervision and behavioral intervention to ensure no harm to self or others
Sensory	Readily regulates sensory information presented in the environment.	Periodically experiences difficulty regulating sensory information; Requires classroom based sensory intervention	Frequently experiences difficulty regulating sensory information; Requires individual programming and occasional monitoring	To regulate sensory information, student requires intensive, individual sensory programming with frequent monitoring
Motor Skills	Does not require assistance for age-expected activities	Periodically requires assistance with certain motor activities	Frequently requires assistance with motor activities	Continuously requires assistance to complete tasks
Transition (Daily)	Does not require assistance in transitioning	May require assistance with some activities during transitioning	Requires assistance frequently during transitioning	Requires continuous assistance during transitioning

Inclusion & Intervention Plan (IIP)

The Inclusion & Intervention Plan (IIP) is a written plan developed for an individual student who has been identified through the IAP process

- Used to guide, develop and document specially designed instruction and support for students with academic, social and/or behavioural difficulties

- Students with medical and personal care needs will also be documented through the IIP process
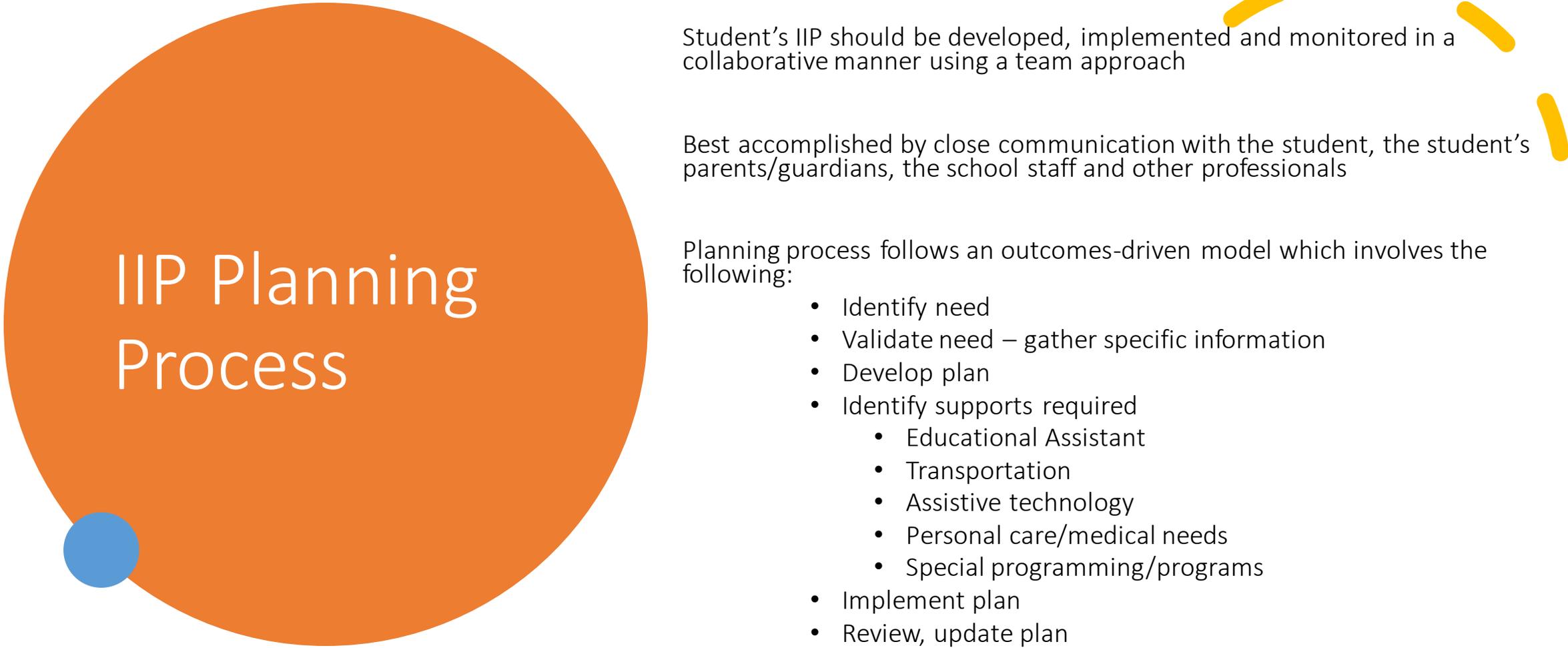
IIP Planning Process

Student's IIP should be developed, implemented and monitored in a collaborative manner using a team approach

Best accomplished by close communication with the student, the student's parents/guardians, the school staff and other professionals

Planning process follows an outcomes-driven model which involves the following:

- Identify need
- Validate need – gather specific information
- Develop plan
- Identify supports required
  - Educational Assistant
  - Transportation
  - Assistive technology
  - Personal care/medical needs
  - Special programming/programs
- Implement plan
- Review, update plan

IIP Team Members

Includes parent/guardian, classroom teacher, special education teacher, and others as relevant (e.g., psychologist, consultant, SLP, parent advocate, EA, school administration)

Parent/guardian signatures on the IIP indicate that they have been part of the process. When unable to obtain parent/guardian signatures, document the attempts on the IIP

In cases where parents/guardians choose not to participate in the IIP planning, reasons for refusal should be documented

Review, Update & Plan

May need to be adjusted **before** a scheduled review date if student is either progressing at a faster rate or a slower rate than expected

All IIPs of existing students need to be completed by the end of September and uploaded to CLEVR. The initial planning for the fall IIP will have occurred in June of the previous school year

All students new to SPS requiring intensive supports will have the IIP submitted within **6 weeks of approval of the impact assessment profile**

Team review of the IIP will occur **three times a year**

Roles and Responsibilities

The school-based administrators:

- Carry out duties as outlined in the Education Act, regulations, and through board policies

- Communicate Ministry of Education and school board expectations to staff

- Communicate procedures about special education to staff, students and parent/guardians

- Ensure that the identification and placement of students with intensive supports is done according to the procedures outlined in the Education Act, regulations and board policies

- Consult with parents/guardians, central office staff and school staff to determine the most appropriate programming for students with intensive supports

- Ensure the development, implementation, and review of a student's Inclusion and Intervention Plan (IIP), including a transition plan if appropriate

- Ensure that parents/guardians are consulted in the development of their child's Inclusion & Intervention Plan (IIP) and that they are provided with a copy of the IIP

- Ensure the delivery of the program as set out in the IIP

- Ensure that appropriate assessments are requested, if necessary, and that parent's/guardian's consent is obtained

- Provide management and supervision of educational assistants (EA)

- In discussion with the resource teacher(s), determine EA schedules within the school

Support to School Based Teams

Teacher Assistance Team (TAT) or Staff Assisting Staff (SAS)

- Pre-referral team made up of a core group of teachers at each school that assists a teacher colleague with collaborative problem solving around student behaviour and/or academic concerns

- Potentially reduces the number of students that would be brought to the TEAM meeting

- The school administrator is key to establishing an effective TAT/SAS team

TEAMS Meetings

All elementary schools in SPS have regularly scheduled TEAMS meetings

Interdisciplinary team created to problem solve to improve students' academic and/or behavioural outcomes.
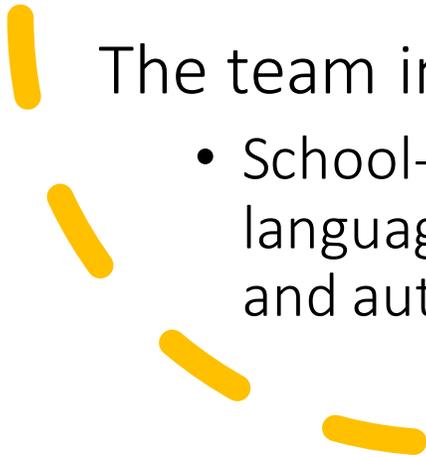
The team includes:

- School-based administrators, resource teachers, psychologists, speech language pathologists, elementary counsellors, special education consultants and autism and behavioural consultant (when necessary)

What do the cumulative folders, previous report cards and past teachers offer?

→

Concern for student; academic, social, physical or other

→

Before a TEAMS meeting: the classroom teacher and the resource teacher will meet to discuss: What are the specific concerns?

→

Is there sufficient evidence to support concerns? Please provide some evidence that shows weaknesses over time.

→

Is student meeting curricular outcomes? If no, which outcomes are not being met?

What interventions have been tried in the classroom? How long has the intervention been implemented?

→

How has the success or lack of success from the intervention been measured?

→

Is the student in Resource?

→

What interventions are being used by the resource teacher and what are the measurements that are tracking success or lack of?

→

Is the student currently seeing the school counsellor or receiving tutoring from outside school?

What is the date of the most recent communication with the parent regarding your concern?

→

What was communicated? What was the response?

→

What is the goal of consulting with the TEAM? What would you hope for the outcome to be?

→

Will an Ed. Psych or SLP provide new info or confirm what we already know?

→

Preparing for TEAMS meeting:

Classroom teacher and resource teacher will gather evidence and relevant data to share with the TEAM that address their concerns

→

The resource teacher will bring the cumulative folder to the meeting

Bringing a Student to TEAMS

TEAMS Meetings: Top 10 Best Practices

1. Agendas are prepared ahead of time

2. Meetings are regularly scheduled with all team members informed of dates

3. A system of consistent record-keeping is in place

4. Team Members should include: administrator(s), resource teacher(s), student services and special education consultants, counselors, social workers, and may include other professionals as appropriate

5. Chairperson keeps team focused, on topic, and aware of time frame

6. Team members aim for minimal time away from students

7. Prioritization of candidates for assessment reviewed regularly

8. Referrals to special programs referrals discussed as a team

9. Students served by team discussion remain on the agenda for review/follow-up; they can be moved to a monitor list when situation has improved

10. a) The privacy of student information is honored
    b) Team members maintain professionalism