Special Education Brochure 2017-2018

**In-School Support Team & School Support Team**

**What’s the Role of the In-School Support Team (IST)?**

The role of the In-School Support Team (IST) is to provide support to students with special needs by developing, monitoring and evaluating action plans and strategies to help your child.

To better understand the student’s strengths and needs, the IST uses different educational assessment strategies, such as direct observation, journals, tests, projects and the student’s own self-assessment.

**IST Team**

Elementary schools:

* Principal
* Special education teacher, often a resource teacher or method and resource teacher (MART)

Secondary schools:

* Special education curriculum leader (CL) or assistant curriculum leader (ACL)

**Referral to an IST**

Students are referred to an IST when regular classroom instruction doesn’t meet their needs.

Teachers monitor and record the student’s progress in a document called the Individual Learning Profile (ILP), which is shared at the IST meeting.

The IST meets regularly to evaluate the student’s progress. When the IST’s recommended strategies have limited success, the IST can refer the student to the School Support Team (SST).

**What’s the Role of the School Support Team (SST)?**

The School Support Team (SST) helps set educational goals and implement strategies based on the student’s unique learning needs.

This team offers additional knowledge by including psychologists, social workers, attendance counsellors, speech-language pathologists, occupational therapists, physiotherapists, parents or caregivers and students over 16 years of age.

**Parental and Student Involvement in the ISP/SST Process**

Parents are the most valuable partner in a child’s education and we encourage their participation in the IST and SST process. Students over 16 years of age are also encouraged to participate.

While parental attendance at the IST meeting is not mandatory, parents will be informed about any plan of action recommended at the meeting to address their child’s needs.

When a member of the TDSB’s professional support services attends the meeting, such as a psychologist or social worker, and the student is identified, parental permission is required.

To facilitate participation, the principal can ask for an interpreter to attend the meeting.

Once a student reaches the age of 16 years of age, they too must be consulted. Students over 18 years of age must give permission for their personal information to be shared with their parents.