

School Support Teams

It is the belief of the TDSB and Special Education Services that School Support Teams offer a highly effective approach for the open discussion of the full spectrum of student-related strengths and needs within the context of the local school. They provide an opportunity to develop, review, and evaluate coordinated plans of action.

School Support Teams reflect the mission statement and values of the TDSB. They are intended to support teachers, school administrators, and parents by facilitating appropriate interventions for students in need of assistance in regular and special education classes.

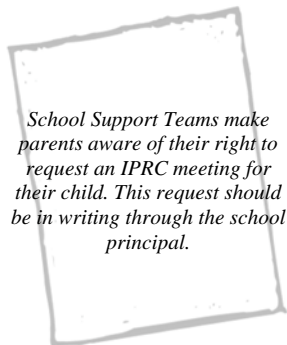
Team meetings should reflect local school needs. They provide a mechanism for effective collaboration and coordination of school, system, and community-based services. Team members share expertise and a sense of ownership for meeting the needs of the students presented. All members bring complementary skills and knowledge to the team process.

Assumptions underlying the creation of School Support Teams are that:

- providing for student needs is an ongoing assessment and evaluative process which initially includes teacher-based classroom assessment (e.g., observation)
- the majority of student needs can be met within the local school with school-based resources
- ongoing classroom accommodation and modification to address student needs are generally the initial interventions recommended by the team
- interventions evolve through a collaborative process involving members of the team
- the School Support Team's process may stop at any point where the interventions implemented have met the needs of the student
- parents will be informed of all recommendations
- parental input is valued and procedures are in place to facilitate communication

The School Support Team process provides a forum for:

- presenting and analyzing students' strengths and requirements
- discussing a range of support strategies and/or alternative interventions/supports
- developing and implementing plans for interventions/supports
- assigning staff responsibilities and setting timelines
- monitoring and evaluating recommended interventions and follow-up
- communication between home and school



School Support Teams make parents aware of their right to request an IPRC meeting for their child. This request should be in writing through the school principal.

Effective School Support Teams establish:

- clear goals and roles/responsibilities
- regular and efficient meetings
- multi-disciplinary membership
- an ongoing evaluation plan for team effectiveness
- a school-based professional development plan
- partnerships among home, school, and community resources

It is the expectation of Special Education and Support Services of the TDSB that all schools will have a School Support Team.

Recognizing the specific needs of both the elementary and secondary panels, the membership and the responsibilities assigned to the School Support Team are global in nature.