

RESOURCES

Learning Disability Association
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Special Education Department

INFORMATION BROCHURE

SPECIAL EDUCATION RESOURCE TEACHER (S.E.R.T.)

Renfrew County District School Board
Special Education Department
Mary Street Education Centre
480 Mary Street, Pembroke, ON K8A 5W9

T: 613-735-0151 or 1-800-267-1098 x3300

Web: www.renfrew.edu.on.ca/speced/RCDSB_SpEd_Home.htm
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*When used in this document, the word
"parent" includes guardian.*

The Renfrew County District School Board provides Special Education programs and services in accordance with the Education Act and Regulations.

The Special Education Resource Teacher (S.E.R.T.) provides support for students with many types of disabilities and has the following responsibilities:

- observe students who are having difficulties in order to assist the classroom teacher to identify appropriate educational expectations
- work with the classroom teacher to make accommodations to programs to increase the opportunity for student success
- with parental consent, carry out educational assessments
- withdraw students for specific basic skills training in reading, writing or mathematics skills

HOW A STUDENT BECOMES INVOLVED WITH THE S.E.R.T.

STAGE 1

1. The classroom teacher observes and determines that the student is experiencing difficulty learning within the classroom.

2. The classroom teacher in consultation with the school principal requests that the S.E.R.T. observe the student in the classroom.
3. The classroom teacher and the S.E.R.T. develop a plan to assist the student.
4. The classroom teacher implements the plan and assesses the progress of the student.

S.E.R.T. involvement may conclude at this point if the student's difficulties are resolved.

STAGE 2

5. If the student continues to have difficulty, then the S.E.R.T. with parent/guardian consent may be requested to complete an educational assessment.
6. After completion of the educational assessment a determination with parent/guardian as to whether or not the student should be referred to a school Identification, Placement and Review Committee (I.P.R.C.) meeting is made.

S.E.R.T. involvement may conclude at this time if a referral to the I.P.R.C. is not necessary.

STAGE 3

If further consultation is required by the school staff, parents/guardians may be requested to give written

permission for consultation by the psycho-educational resource staff, speech/language pathologist, or the psychologist.

For more information regarding the identification, placement and review process and the rights of parents, please ask your school principal for a copy of the parent guide "Parents As Partners."

HOW THE PARENT CAN HELP

- Meet with your child's teacher and S.E.R.T. to discuss your child's needs.
- Provide support and a quiet working atmosphere when your child has homework.
- Be encouraging by concentrating on your child's strengths.