

Special Education Staff

Purpose of the Standard

To provide specific details on Board staff to the Ministry and to the public

Role of the Classroom Teacher

The role of the classroom teacher is to be the front line in the identification of students who may need accommodations/modification of program. Although not all classroom teachers have special education qualifications, they play a vital role in the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

Role of the Principal

- ensure the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements
- chair Identification Placement and Review Committee (IPRC) meetings
- supervise all staff in school

Role of School-based Learning Support Services (LSS) Staff

Learning Support Teacher (LST) / Learning Resource Teacher (LRT)

- play a major role in the delivery of special education and deals with the overall administrative and educational needs of students requiring special education programs /services within the school
- undertake a variety of roles including consulting with and assisting classroom and other special education teachers with early identification, curriculum differentiation and modification, assessment, intervention strategies, the development and coordination of IEPs and in-class or withdrawal support for special education students
- liaise with members of the multi-disciplinary team
- provide the highest level of support offered in a school-based program
- work with a variety of special needs students who require intensive support in core academic areas

Specialized Program Teacher

- provide learning opportunities tailored to each student's specific exceptionality, learning style, and special education needs as outlined on the student's IEP so that the student can progress at his/her appropriate level to reach his/her potential within the parameters of the Quality Program Indicators for that specialized class placement.



Educational Assistant

Educational Assistants (EA) are supervised by the school principal in consultation with the classroom teacher. The role may vary from assignment to assignment but usually includes:

- assisting in crisis intervention
- support the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher
- assisting students in various ways, with safety, behaviour and/or medical needs
- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools

With respect to the allocation of EA to schools, Superintendents of Instruction and the System Principal of Learning Support Services review the allocation. In considering the allocation for the school, the following criteria will be applied:

- students for whom safety of self or others is a factor
- students for whom medical concerns require significant support/intervention within the school environment for a significant portion of the day
- students for whom self-help skills require significant support/intervention within the school environment

Role of LSS Staff

All members of the LSS department work in collaboration with teaching personnel and parent(s)/guardian(s) to provide special education supports and services to meet the needs of students and schools. Under the direction of the superintendent and the leadership team, LSS is comprised of:

- Administrative and support personnel
- Braillist
- Educational assistants
- Itinerant teachers Assistive Technology
- Itinerant teachers of Autism
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard of Hearing
- Itinerant teacher of Learning Disabilities
- Learning Support Consultants
- Psychology staff
- Social workers
- Speech-language pathologists

Braillist

- produces Braille transcriptions, electronic Braille transcriptions, e-text, large print materials, and tactile diagrams according to specific requirements as requested by the ITB/LV for students
- maintains the program's blind/low vision inventory of teaching materials and equipment, reference books, computers, and technological equipment



- is responsible for conservation, storage and inventory of Braille texts in print and electronically

Itinerant Teachers of Assistive Technology

- provide training to students who have computer based claims through the Special Equipment Amount (SEA) Funding
- provide consultative services to classroom teachers on assistive technology equipment and software
- provide staff training on assistive technology equipment and software
- support the implementation and training of Ministry Licensed software for assistive technology system wide
- provide student training on assistive technology equipment and software

Itinerant Teacher Autism

- increases capacity of regular classroom teachers to meet the variety of needs of students with Autism
- provides instructional and educational support services to students diagnosed with Autism
- consults with teachers and other LSS team members (e.g. ASD team, SLP)
- reviews and provide resources including research, assistive technology
- provides training and professional development to individual teachers, EA, and/or school staff
- works collaboratively with the Autism Spectrum team and the multi-disciplinary teams at individual schools

Applied Behaviour Analysis (ABA) Coordinator

- develop an ABA toolkit for all schools
- provides professional development and guidelines on how to use the toolkit and embed ABA strategies into the classroom
- supports the dedicated space pilot; liaison with medical professionals in the community (IBI, ABA)
- supports all autism initiatives, autism awareness month, parent conference
- works collaboratively with the Autism Spectrum team and the multi-disciplinary teams at individual schools

Board Certified Behaviour Analyst (BCBA)

- works to support school staff in understanding how to supports students with autism and behavioural needs
- provides professional development using the task list from the registered behavioural technician course
- models and co-teaches the use of BCBA strategies
- reviews and provides research into the emerging supports available for students with behavioural needs
- works collaboratively with the Autism Spectrum team and the multi-disciplinary teams at individual schools



Itinerant Teachers of students who are Blind/Low Vision

- direct instruction in Braille and other tactile learning strategies
- make accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print)
- provide orientation and mobility instruction (safe travel techniques)
- provide training in specialized equipment including computer hardware and software, optical aids, and other equipment used in the classroom
- provide consultation and support to schools concerning needs related to vision
- provide consultative services and interprets eye reports to teaching staff
- facilitate the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary school

Itinerant Teachers of students who are Deaf/Hard of Hearing

- provide assessment, direct instruction, and academic support services to students with hearing losses ranging from mild to profound (K to 12)
- provide consultative services to classroom teachers and school staff, and ongoing guidance to parent(s) of students who are deaf/hard of hearing
- apply an Auditory-Verbal/ Oral approach to maximize the student's auditory potential, speech and language development, and participation alongside his/her hearing peers
- provide training and ongoing management of specialized equipment used in the classroom

Itinerant Teacher of students who have a Learning Disability

- increases capacity of regular classroom teachers to meet the variety of needs of students who have a Learning Disability (LD) or Language Learning Disability (LLD)
- provides instructional and educational support services to students diagnosed LD or LLD and who await placement in a system LD/LLD class and their teachers
- develops plans with educational strategies to address key areas of strengths and weaknesses for individual students
- reviews formal assessments
- conducts observations
- consults with teachers and other LSS team members (e.g. ASD team, SLP)
- reviews and provides resources including research, assistive technology
- offers training and professional development to individual teachers, EA and/or school staff
- provides direct support to students to address specific concerns (e.g. memory, organization, language development)

Learning Support Consultants

- develop and deliver special education in-service opportunities for staff
- assist teachers with all aspects of special education program and service delivery
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry documents



- identify and support best practices in all specialized classes and provide program support
- facilitate placements in specialized classes
- inform and advise schools regarding Special Education initiatives

LSCs and representatives from Psychology, Social Work, and Speech-Language Pathology are members of central application committees and the following central teams:

The Assistive Technology Team

- provides support and training board-wide to schools in the area of special education assistive technology
- coordinates the ordering of Special Equipment Amount (SEA) equipment
- coordinate and facilitates training sessions on SEA equipment for students and staff
- provide Professional Development sessions and support to schools board-wide on Ministry Licensed software and SEA
- assists in the completion of special equipment applications

The Autism Spectrum Disorders Team

- provides direct and consultative program support to schools
- facilitates transitions for students who are both within and new to the OCDSB
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD)
- assists in the development and implementation of Individual Education Plans, behavioural programs, communication strategies and assessment practices
- provides ongoing support in the area of professional development in partnership with the CHEO School Support Program
- promotes autism awareness in schools and larger community
- supports new ministry initiatives and pilots relating to the field of autism

The Behaviour Support Team / Social-Emotional Learning Teachers

- provides support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration
- provides consultation and classroom observations specific to students who present challenging behaviours
- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 3

The Developmental Disability Support Team

- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions



- provides similar support to semi-integrated programs for students with developmental disabilities
- provides professional development to staff and schools relating to supporting students with developmental disabilities

The Early Learning Team

- provides classroom based and student specific support for Kindergarten educator teams
- the multidisciplinary team includes speech-language pathologists, psychology staff, social workers, educators and educational assistants
- consultation is available to address a range of concerns for Kindergarten students including, language, self-regulation, behavior, development, social skills and well-being
- all LSS Kindergarten supports are now accessed through a common referral process

The Gifted Support Team

- provides support to schools in the area of programming for students who have been identified gifted
- provides consultation on issues concerning the gifted screening and identification procedures
- creates awareness around supports required for gifted learners
- connects staff with a wide variety of resources, google community, gifted folder, printable resources

Itinerant Educational Assistants (IEA)

- provide consultative and direct services to students experiencing behavioural challenges
- develop behavior support plans
- assists in the development of Safety Plans and Safe plans
- provides professional development in promoting positive behavior and collaborative problem solving (CPS)

Psychology staff

- provides ongoing consultation to schools on student related issues
- Engages in early screening and intervention on learning and mental health and developmental issues
- provides both direct intervention and indirect support to students
- provides assessments to students from kindergarten to grade 12
- plays an integral role in responding to threat making, high risk behaviour and tragic events within the school
- Collaborates with community partners and facilitates access to external resources
- involves system consultation through participation in committee work, and special projects.
- Engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management



- *The legislative underpinnings supporting the service delivery model include the Regulated Health Professions Act (RHPA), 1991, the Psychology Act, 1991, and the Health Care Consent Act, 1996, Personal Health Information Protection Act 2004, Education Act.*

Social Work Staff

- consult with each assigned school to establish priorities with respect to students, staff and families
- direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting school performance
- crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participate in committees which determine specialized class placements
- provide support to school staff and students in the aftermath of tragic events
- investigation of truancy as mandated in *The Education Act and Regulations*
- prepare and present applications to the Attendance Review Committee and the Supervised Alternative Learning Committee
- provide counseling support and /or supervision of students in the SAL program
- provide support to families facing financial hardship

Speech-Language Pathology

In consultation with the LST and the principal of the school, speech-language pathologists provide an array of service to students from kindergarten through grade 12.

- Scope of practice includes identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, reading and writing, and augmentative and alternative communication.
- speech-language pathologists facilitate internal and external referrals as appropriate, provide professional development to educational staff and parents, and provide services at all tier levels.
- weighted services are provided to some OCDSB specialized program classes including: language learning disability, and specialized and integrated programs for students with developmental disabilities and autism.
- OCDSB speech-language pathologists provide integral support to teams such as Early Learning and ASD

The legislative underpinnings supporting speech-language pathology services include The Regulated Health Professions Act (RHPA), 1991, and The Audiology and Speech-Language Pathology Act, 1991. The Inter Ministerial Guidelines for the Provision of Speech and Language Services, 1988 is also followed in determining type and level of service provided.



Tragic Events Response Team

When a tragedy occurs, the school community may play a critical role in responding to the needs of students and staff. The psychology and social work staff at the OCDSB provide support services following a tragic event in the school community on an as-needed basis. Along with school staff, the psychology and social work staff support students, educational staff and parents in the aftermath of crisis by providing a safe haven, disseminating information, identifying individuals at risk, providing mental health services, linking individuals with community services, tracking displaced families, and supporting long-term recovery.

A related service offered by the psychology and social work staff at the OCDSB is the Urgent Care Team. The Urgent Care Team comprises psychology staff and social workers who provide consultation to our professional services staff around individual students who may be experiencing extreme stress (e.g., suicidal ideation, extraordinary distress and/or psychotic symptoms). The Urgent Care Team also provides a liaison to the CHEO Emergency Department, who provide assessment and follow-up services.

SPECIAL EDUCATION STAFF — ELEMENTARY PANEL

Special Education Staff

FTEs Staff Qualifications

1. Teachers of students with special education needs

Learning Support Teacher/Learning Resource Teacher (includes extension agreement LRT/LST	243.5	Member of the Ontario College of Teachers + Special Education Specialist
Teachers of specialized program (does not include prep and these are system classes on appendix a)	142	Member of the Ontario College of Teachers + Minimum Sp. Ed. Part 1

2. Other special education teachers

Itinerant teachers of Blind/Low Vision	22.15	Member of the Ontario College of Teachers, Minimum of Special Education Part 1, AQ (Deaf, Teaching Students who are Blind, where required)
Itinerant teachers of Deaf/Hard of Hearing		
Itinerant teachers of Social Emotional Learning		
Itinerant teachers of Assistive Technology	4	Member of the Ontario College of Teachers, Minimum of Special Education Part 1
2.4 Learning Support Consultants (includes 1 for	12	Member of the Ontario College of Teachers, with Special Education Specialist or



extension agreement)		equivalent
2.5 Itinerant Teacher LD	1	Teachers + Sp. Ed. Specialist or equivalent
2.6 Itinerant Teacher ASD Team	2	Teachers + Sp. Ed. Specialist or equivalent

3. Educational assistants in special education

Educational assistants (elementary panel)	475.5	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program
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4. Other professional resource staff (elementary and secondary panel)

4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	29.5	Ph.D. or Masters, Psychologists and Psychological Associates are registered with College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College.
4.4 Speech-language pathologists	27.5	Masters in Speech-Language Pathology, registration with CASLPO
4.8 Social workers	25.5	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers

5. Paraprofessional resource staff (elementary and secondary panel)

Orientation and mobility personnel	0.5	Orientation and Mobility specialist
Transcribers (for blind students)	1.0	Certified Braille transcriber or equivalent knowledge
Brailist		



SPECIAL EDUCATION STAFF — SECONDARY PANEL

Special Education Staff FTEs Staff Qualifications

1. Teachers of students with special education needs

1.1 Learning Support Teacher	40.16	Member of the Ontario College of Teachers + Minimum Sp. Ed. Part 1
1.2 Teachers of specialized programs	78.17	Member of the Ontario College of Teachers + Minimum Sp. Ed. Part 1

Other special education teachers

1 Itinerant Teachers (ITAT) Teachers +	2	Member of the Ontario College of Special Education Part 1
Learning Support Consultants	2	Member of the Ontario College of Teachers + Sp. Ed. Specialist or equivalent
Instructional Assistants Instructional Assistants (secondary panel)	184.5	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program

