

## Special Education Staff

The following consultant/support personnel provide service in addition to regular and special subject consultants, coordinators and guidance counselors.

### Support Personnel – Central

	Program Responsibility
1 Superintendent of Special Services	all exceptionalities
1 Chief of Autism Spectrum Disorders	Autism Spectrum Disorders
1 Chief of IPRC and Assessment	all exceptionalities
1 Chief Mental Health Strategy and Staff Well-Being	Mental Health Strategy (Staff, Students)
1 Chief Psychologist	all exceptionalities
1 Chief Social Worker	all exceptionalities
1 Chief Speech-Language Pathologist	all exceptionalities
1 Mental Health Leader	Mental Health Strategy (Students)
1 Principal Care and Treatment	Section 23 Programs
1 Attendance Counselor	all exceptionalities
1 PAT/SEA Assistive Technology Teacher	all exceptionalities

### Support Service for Students with Autism

12 Autism Support Teachers	Autism Spectrum Disorders
6 Education Assistants	Autism Spectrum Disorders
2.7 Psychology staff	Autism Spectrum Disorders
2 Social Worker	Autism Spectrum Disorders
2.5 Speech-Language Pathologists	Autism Spectrum Disorders
2 ABA Expertise/Connections for Students (Ministry funded project)	Autism Spectrum Disorders

### Deaf/Hard of Hearing

0.5 Social Worker	Deaf & Hard of Hearing
1 Speech-Language Pathologist	Deaf & Hard of Hearing
1 Audiologist	Deaf & Hard of Hearing
14.6 Itinerant Teachers	Deaf & Hard of Hearing

### Visually Impaired/Blind/Deaf Blind

Overseen by Principal, Care and Treatment, Special Services

### Student Support Response Team

1 Assessment Programming Teacher (Behaviour)
4 Teachers
4 Child and Youth Workers

### Support Personnel

26 Assessment & Programming Teachers, Elementary	All exceptionalities
4 Programming & Assessment Teachers, Secondary	All exceptionalities
4 Mental Health Professional Workers	Mental Health
60.5 Social Workers, including members from Safe Schools Transitional Integrate Program for Suspended Students, Autism, Supervised Alternative Learning, Urban Priority Grant, Attendance Counsellor, Deaf & Hard of Hearing	All exceptionalities
48.5 Psychology Staff (including Autism Team Members)	All exceptionalities
37.5 Speech-Language Pathologists including Autism Team Members and Deaf & Hard of Hearing Members	All exceptionalities
23 Education Assistants	Autism Classrooms
22 Care and Treatment Teachers	Care & Treatment
3 Care and Treatment Educations Assistants	Care & Treatment
6 Assistive Technology Teachers	All exceptionalities

## **SUPPORT PERSONNEL**

The Special Services Department deploys a range of support personnel both at the school level and at a system level as follows:

### **System Level**

- Audiologist
- Deaf/Hard of Hearing – Itinerant Teachers
- Assessment and Programming Teachers
- Psychologists/Psychological Associates/Psycho Educational Consultants
- Social Workers
- Speech/Language Pathologists
- Autism Support Teachers
- ABA Expertise/Connections for Students Staff
- Empower Reading Mentors
- Assessment & Programming Teacher for the Gifted Programs

### **School Level**

- Child and Youth Workers
- Educational Assistants
- Health Care Workers
- Sign Language Facilitators
- Communication Facilitators
- Deaf/Blind Intervenors
- Oral Interpreters

### **Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary)**

- 26 elementary and 5 secondary positions
- members of the College of Teachers with expertise in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications
- assigned to work in the School Based Support Units under the jurisdiction of the area Supervisory Officer and Chief of IPRC
- family of school responsibilities as members of an Interdisciplinary School Based Student Learning Team (SBSLT)
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents
- active member of the SBSLT
- mentor teachers new to special education
- provide effective programming suggestions
- design and development of the Individual Education Plan database and special services forms
- liaison with community agencies and conduct intakes and home visits to ease with transition to school
- facilitate inservices and staff development for teachers
- Work collaboratively with curriculum resource staff

## **Audiologist**

- works directly in the school to serve the needs of Deaf & Hard of Hearing students, their teachers and parents.
- refers to the appropriate community agencies for diagnostic services.
- member of the Interdisciplinary Team for Deaf & Hard of Hearing.
- provides services including: management of the acoustic environment; aural rehabilitation and training assessment of auditory skills; recommends, fits and teaches management skills with respect to assistive listening devices; monitor amplification.
- provides inservices for staff and parents.
- reports to the Chief Speech-Language Pathologist

## **Autism Support Teacher**

- 12 Teachers
- Consultation and direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with Autism Spectrum Disorder (ASD)
- Support teachers and schools with transitions for students with ASD, which can include entry to school, day to day and yearly transitions, transition to secondary school and transition from school to community/post-secondary
- assessment of learning style, academic level, motivators for students receiving Direct Intensive Teaching
- assistance to schools in the development of suitable programming for referred students
- participation in inservice/professional development provided by the Support Service for Students with ASD
- Development of accommodated, modified and adapted curriculum resource materials for students with ASD

## **Applied Behaviour Analysis (ABA) Expertise/Connections for Students Staff**

- 2 staff
- Collaborate and participate in joint planning with Surrey Place School Support Program staff
- Collaborate and participate at school level transition team meetings with Surrey Place School Support Program staff
- Participate in joint visits to see student at Autism Intervention Program. This includes participating with Autism Intervention Program clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the Autism Intervention Program to school
- Arrange and participate in school visits to observe the student
- Be the key resource and contact regarding the student's progress and program at school. This includes supporting the preparation of the student's transition plan and IEP.
- Consult with appropriate school board staff
- Contact school principal about plan for discharge from Autism Intervention Program
- Offer/provide resources and transition support for receiving school staff
- Provide support to school staff as required, including coaching on ABA-based teaching strategies during the child's transition

## **Psychologists/Psychological Associates/ Psycho-Educational Consultants**

- 48.5 FTE staff
- provide consultative service to students, their families and school staff
- provide **assessments** that address the emotional, social, intellectual, academic and spiritual development of students
- provide **prevention and intervention** that address the emotional, social, intellectual and spiritual development of students
- provide professional development to teachers and other board staff
- contribute meaningfully and collaboratively as members of the SBSLT, through services including consultation, prevention, assessment and intervention
- psychologists on the Autism team support students with ASD and their families and school staff
- the minimum requirements are a master's degree in psychology, and membership or eligibility for membership in the College of Psychologists
- psychology staff perform their duties under the direction of the Chief Psychologist

## **Mental Health Professional Workers**

- 6 FTE currently on-contract
- Regulated mental-health clinicians, either with the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers;
- direct mental health support services to students in **secondary schools** (e.g., tier 2 supports such as Brief Intervention for School Clinicians, BRISC) and connect with families as appropriate;
- support students through small groups (e.g., Supporting Transition Resilience Of Newcomer Groups (STRONG), Friends for Life or Stress Lessons);
- work with the school teams alongside school-based social work and psychology service providers to coordinate mental health initiatives;
- deliver professional development workshops to teachers or other board staff in coordination with social work and psychology service providers;
- coordinate services with community mental health and social services professionals and agencies;
- Work as a member of a multidisciplinary team under the administrative supervision of the Chief of Mental Health Strategy and Staff Well-Being;
- Work under the professional supervision of the respective Chief of Social Work or Psychology.

## **Social Workers**

- 64 Social Workers, 1 Attendance Counsellor and 1 Chief
- Minimum academic qualification is a Master of Social Work degree and membership in the Ontario College of Social Workers and Social Service Workers
- Assist students with personal issues, school stress, attendance related issues, family dynamics and other relationships, mental health and well-being, etc.
- Assist parents with understanding their children's social emotional needs, family issues, school and community resources and other school related issues

### **Social Workers *continued***

- Assist schools to more fully utilize their resources in meeting the educational, social and emotional needs of students, understand the psychosocial and familial factors which optimize a student's learning, facilitate programs that prevent or alleviate social problems
- Some of the day to day responsibilities include assessment of risk and threat, counseling, consultation, advocacy, crisis intervention, linkage to community support, prevention and early intervention programs and transitional intervention program for suspended students (TIPSS)
- Areas with specific social workers include attendance, autism, deaf & hard of hearing, learning opportunity grants, safe schools, supervised alternative learning and
- A school principal may refer to a school social worker or in some situations a parent and/or student can contact the social work department directly at 416-222-8282 ext. 2569

### **Speech and Language Department**

- 37.5 Speech-Language Pathologists
- Provides a range of services for students with oral communication needs and language disorders which impact on academic and social development
- Consultation services to teachers, parents regarding language and literacy development.
- Contribute meaningfully as a member of the School Based Student Learning Team
- Support learning within the Kindergarten Language Programs throughout the board
- Conduct assessments for Identification, Placement and Review Committee (IPRC) purposes
- Speech and Language Pathologists must have a Master's degree or equivalent and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)
- Staff carry out their duties under the supervision of the Chief Speech-Language Pathologist

### **Child and Youth Care Workers**

- the primary function of a Child and Youth Care Worker under the direction of the teacher who is responsible for the educational program of the student is to provide support and guidance to students with problems such as severe social, emotional and/or behavioural disorders, autism and intellectual disability
- they hold a three-year college diploma in Childcare Work

### **Educational Assistants**

- The primary role of the Educational Assistant is to provide assistance within classrooms to support students in the areas of toileting, safety, self-help, assisting with physical challenges, feeding, etc.
- Educational Assistants work under the direction of the classroom teachers and perform duties as assigned by the classroom teacher/principal
- Educational background includes a grade 12 diploma, preference is given to new hires who have community college training, an Early Childhood Education diploma or additional qualifications or work experience with previous work with students with high needs
- All educational assistant staff are encouraged to upgrade skills and participate in courses developed internally

**Health Care Assistants**

- The primary purpose of Health Care Assistant is to monitor and assist with the medical requirements of special needs students
- This may entail acting as a liaison with outside agencies, group homes and parents regarding medical matters
- As well as monitoring G-tube feeding, severity of seizures and establishing emergency procedures etc.
- A minimum requirement of one year Registered Nursing Assistant Diploma with Grade 12 and appropriate medical certification such as C.P.R. is required.

**Sign Language Facilitators:**

- the primary purpose of the Sign Language Facilitators is to act as the interpreter of communication between the deaf and hard of hearing students and the mainstream teachers and students
- to provide direct and full access to the regular classroom (especially subject specialization) areas and to have access to all school services and to participate in extra curricular activities

**Communication Facilitator:**

- The primary function of a Communication Facilitator is to assist the teacher of the Deaf and Hard of Hearing in delivering an appropriate educational program.
- Sign language and non-verbal communication e.g. facial expressions are among the means required to communicate with Deaf and Hard of Hearing students to facilitate and support their learning in both the special class and regular class settings.

**American Sign Language:**

American Sign Language – a sign language for the deaf in which meaning is conveyed by a system of articulated hand gestures and their placement relative to the upper body.

**Oral Interpreter:**

- The primary function of this job is to provide oral interpretation (transliteration) for Deaf and Hard of Hearing student/s (e.g. 1 - 3) students who depend on speech reading to receive oral information
- The job involves acting as student advocate for the assigned student/s and/or providing oral interpretation during extra curricular activities

**Deaf Blind Interveners:**

- The purpose of the Deaf/Blind intervenor is to provide support to the deaf/blind student through sign language, modification of class programs, liaison with the community, resource staff and the student's family; and is also exposed to the student's work environment in a co-op placement
- The Deaf/Blind intervenor helps provide full access to the Deaf/Blind student to the regular classroom (especially subject specialization) areas and to have access to all school services, and to participate in extra-curricular activities