

Special Education Staff

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

Support Personnel – Central

- 1 Superintendent of Special Services
- 1 Chief of Autism Spectrum Disorders
- 1 Chief of IPRC and Assessment
- 1 Chief Psychologist
- 1 Chief Social Worker
- 1 Chief Speech-Language Pathologist
- 1 Principal
- 1 Attendance Counselor
- 1 PAT/SEA Assistive Technology Teacher

Program Responsibility

- all exceptionalities
- Autism Spectrum Disorders
- all exceptionalities
- all exceptionalities
- all exceptionalities
- all exceptionalities
- Section 23 Programs
- all exceptionalities
- all exceptionalities

Support Service for Students with Autism

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

- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders

Deaf/Hard of Hearing

- 0.5 Social Worker
- 1 Speech-Language Pathologist
- 1 Audiologist
- 14.6 Itinerant Teachers

- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing

Visually Impaired/Blind/Deaf Blind

- 1 Principal, Care and Treatment, Special Services

Support Personnel

- 26 Assessment & Programming Teachers, Elementary
- 4 Programming & Assessment Teachers, Secondary
- 64 Social Workers (including members from Safe Schools Transitional Integrated Program for Suspended Students, Autism, Supervised Alternative Learning, Urban Priority Grant, Attendance Counsellor, Deaf & Hard of Hearing)
- 47.9 Psychology Staff (including Autism Team Members)
- 37.5 Speech Language Pathologists including autism Team members and DHH members
- 22 Care and Treatment Teachers
- 3 Care and Treatment Education Assistants

- all exceptionalities
- all exceptionalities

- all exceptionalities
- all exceptionalities

- all exceptionalities
- Care & Treatment 23 Education Assistants
- Care & Treatment 23 Autism classrooms

Student Support Response Team

1 APT (Behaviour)
4 Teachers
4 Child and Youth Workers

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 Intervenor
Oral Interpreters

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

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

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 Centre Connections for Students staff
- Collaborate and participate at school level transition team meetings with Surrey Place Connections for Students 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:

- 47.9 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

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
- 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 416-200-3650 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

OLD:

Special Education Staff

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

Support Personnel – Central

- 1 Superintendent of Special Services
- 1 Chief of Autism Spectrum Disorders
- 1 Chief Psychologist
- 1 Chief Social Worker
- 1 Chief Speech-Language Pathologist
- 1 Principal
- 1 Attendance Counselor
- 1 APT/SEA Assistive Technology Teacher

Program Responsibility

- all exceptionalities
- Autism Spectrum Disorders
- all exceptionalities
- all exceptionalities
- all exceptionalities
- Section 23 Programs
- all exceptionalities
- all exceptionalities

Support Service for Students with Autism

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

- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders
- Autism Spectrum Disorders

Deaf/Hard of Hearing

- 1 Chief Speech-Language Pathologist
- 0.5 Social Worker
- 2 Speech-Language Pathologist
- 1 Audiologist
- 14.5 Itinerant Teachers

- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing
- Deaf & Hard of Hearing

Visually Impaired/Blind/Deaf Blind

- 1 Principal – Section 23

Support Personnel

- 26 Assessment & Programming Teachers, Elementary
- 4 Programming & Assessment Teachers, Secondary
- 58 Social Workers
- 47.9 Psychology Staff (including Autism Team Members)
- 37.5 Speech Language Pathologists
- 12.5 Itinerant Autism Support Teachers
- 22 Section 23 Teachers
- 4 Section 23 Education Assistants

- all exceptionalities
- all exceptionalities
- all exceptionalities
- all exceptionalities
- all exceptionalities
- autism
- Section 23 Education Assistants
- Section 23 Autism classrooms

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
Consultant Psychiatrist
Psycho Educational Consultants/Psychologists
Social Workers
Speech/Language Pathologists
Autism Support Teachers
ABA Expertise/Connections for Students staff*

School Level

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

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*

Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary):

- 26 elementary and 5 secondary positions.
- assigned to work in the School Based Support Units under the jurisdiction of the area Supervisory Officer.
- family of school responsibilities as members of an Interdisciplinary Joint Team.
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents.
- active member of the Interdisciplinary Joint Team.
- mentoring of 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.
- members of the College of Teachers with extensive knowledge in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications.

Goal

- to provide ongoing mentorship to teachers in special education as they develop and deliver effective programming.
- to link the expertise of this staff with resource staff in curriculum areas as well as Success for All initiatives.

Autism Support Teacher:

- 12.5 Teachers
- Direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with ASD.
- Transition supports are provided 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.

ABA Expertise/Connections for Students Staff:

- 2 staff
- Collaborate in and participate in joint planning with Surrey Place Centre Connections for Students staff.
- Collaborate and participate at school level transition team meetings with Surrey Place Connections for Students staff.
- Participate in joint visits to see student at AIP. This includes participating with AIP clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the AIP 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 AIP.
- 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.

Psychological Services Department:

- **Staff**
- provides 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 Interdisciplinary Joint Teams, through services including consultation, prevention, assessment and intervention
- the minimum requirement is 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.

Social Work Department

59.5 social workers

1 attendance counselor

1 Chief Social Worker

Who We Are

The Toronto Catholic District School Board is committed to helping students reach their full potential. Social Workers, as members of an interdisciplinary team, help students, their families and schools deal with those social, emotional and behavioural difficulties, which interfere with a student's adjustment and achievement in school.

School Social Workers hold a minimum of a Master's Degree in Social Work. TCDSB Social Workers have a variety of cultural backgrounds and languages, which are assets in serving the students and their families.

How We Help

We help students:

- *cope with personal issues, school stress and family dynamics which affect their learning*
- *improve relationships with others*
- *attend school regularly*
- *improve their use of educational opportunities*

We help parents:

- *increase their understanding of their children's social and emotional needs*
- *deal with family problems*
- *learn more about and access school and community resources and programs*
- *actively and effectively participate in their children's education*

We help schools:

- *more fully utilize their resources in meeting the educational, social and emotional needs of students*
- *understand the psychosocial and familial, factors, which negatively affect students' abilities to learn*
- *set up programs that help prevent or alleviate social problems*

What we do:

- *assessment of problem situations and level or risk*
- *counseling individuals, families and groups*
- *ongoing consultation with school staff*
- *support for special classes*
- *advocacy for new or improved programs to increase student success in school*
- *crisis intervention*
- *referral to community agencies*
- *student and parent education programs*
- *preventative education programs*
- *How To Get Help*
- *Your local school principal may make a referral to the school social worker serving your area. A student and/or parent may, in some cases, request a referral through school staff or contact the social worker or Social Work Department directly – 222-8282 ext. 2569.*

Additional Services

Attendance Counsellor: *On referral from the school social worker, the attendance counselor assists students who are habitually absent from school.*

Autism Team Social Worker: *As a member of the Autism Services Team, this specialized school social worker supports students, families and staff who work with children and youth diagnosed with autism spectrum disorder.*

Chief Social Worker: *This social worker provides support, consultation and direction to the social work department, attendance counsellor, behaviour team and SALEP.*

Deaf & Hard of Hearing Social Worker: *As a member of the Deaf & Hard of Hearing team, this specialized school social worker supports student, families and staff who work with children and youth who suffer from a significant hearing loss.*

Learning Opportunity Social Workers:

Safe Schools Social Workers: *These specialized school social workers support students, families and staff regarding violence prevention programs, risk assessment and other services that lead to safe and healthy schools.*

TIPPS Social Worker: This specialized social worker assists students, families and school staff in circumstances where a longer term suspension has occurred.

Speech and Language Department

37.5 Speech Pathologists

Staff

- 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 Interdisciplinary Joint Team.
- support learning within the Kindergarten Language Programs throughout the board.
- conduct assessments for 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).
- speech and language pathologists are assigned to a family of schools.
- the ratio of staff to students is 1:2600
- 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, usually having training in First Aid and must have at least 2 years prior related work experience.

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 program and 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.

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.