

## 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 Care and Treatment
- 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

Overseen by 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  
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 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
- 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