



Lakehead  
Public  
Schools

## **Section Twelve**

### **Special Education Staff**



**Section 12**  
**SPECIAL EDUCATION STAFF**

The chart below outlines the elementary and secondary teaching support and non-teaching support personnel and their qualifications.

**Elementary and Secondary Special Education Staff 2017-2018**

<b>Special Education Staff</b>		<b>FTE's</b>	<b>Staff Qualification</b>
<b>Teachers of exceptional students</b>			
Facilitators	elementary	20	Special Education Part II (Specialist Preferred) and Lakehead District School Board Facilitator Training
	secondary	7	
Teachers for self-contained classes	elementary	5	Special Education Part II (Specialist Preferred), experience with specific program grade level and knowledge about type of programming required
	secondary	11	
Learning Supports Resource Teacher		2	
<b>Other special education teachers</b>			
<b>Itinerant teachers</b> <i>Responsible for both elementary and secondary</i>		1.0	Vision-Teacher of the Blind, Part I, Specialist Teacher of the Blind is preferred
		3	Hearing-Specialist Teacher of the Deaf and Hard of Hearing. Additional qualifications with preschool hearing impaired children is preferred
<b>Learning Supports Resource Teacher</b> <i>Responsible for both elementary and secondary</i>		1	Special Education Part II (Specialist Preferred)
<b>ABA Resource Teacher</b> <i>Responsible for both elementary and secondary</i>		1	Special Education Specialist
<b>Special Education Resource Teacher</b> <i>Responsible for both elementary and secondary</i>		1	Special Education Specialist
<b>Special Education Specialist</b>			
<b>Special Education Officer</b> <i>Responsible for both elementary and secondary</i>		1	Special Education Specialist
<b>Student Support Professionals in special education</b>			
Student Support Professionals		175	College diploma in community and social services area preferred, current certification in standard first aid and C.P.R.
<b>Other professional resource staff</b>			
Social Workers (Attendance Counsellors) <i>Responsible for both elementary and secondary</i>		3	Bachelor of Social Work or equivalent University degree

Lakehead District School Board contracts the services of professionals from community agencies to meet the needs of the students. Examples of services that are contracted are:

- Physiotherapist

- Psychologist
- Psychometrics
- Psychiatrist
- Speech-Language Pathologist
- Occupational Therapist

## **Facilitators (Special Education Teacher) - Elementary**

### **Direct Service/Intervention**

- Advocate for students
- Provide direct instruction and intervention strategies to individual students or groups of students
- Implement and facilitate the delivery of early identification, intervention and prevention strategies for students
- Monitor student progress and student needs
- Support the transitions of students entering exiting and within schools
- Ensure that students with special needs have appropriate accommodations for provincial assessments
- Administer formal and informal academic assessments to students
- Implement and facilitate the delivery of early identification, intervention and prevention strategies

### **Support to Staff**

- Form partnerships with classroom teachers to develop appropriate instructional and socialization strategies to meet student needs
- Interpret the results of formal academic assessments, the WIAT, observations, and consultations to develop appropriate programming strategies
- Act as a resource to the classroom teacher in the development, implementation and monitoring of accommodations, modified/alternative learning expectations for identified and non-identified students
- Collaborate with classroom teachers in the use of informal educational assessments and screens
- Provide ongoing professional development for staff and community by offering in-service and consultations
- Support Differentiated Instruction and Universal Design of Learning in the classroom
- Modeling of IEP based strategies and interventions with Educational Assistants

### **Communication/Liaison**

- Liaise with in-school team and outside professionals, parents, social workers, attendance counselor and special education teachers at the secondary level
- Facilitate effective communication with students, parents, teachers, special education support staff, administration, and community-based agencies

## **Administrative Tasks**

- Act as the case manager for all exceptional students
- Facilitate the IPRC process
- Coordinate materials, resources and equipment specific to the special needs of students
- Facilitate the development and implementation of individual educational plans in conjunction with classroom teachers, administration, parents and students
- Participate in system in-service activities related to the role
- Assist administration in coordinating SSP services and facilitate referrals and access to community support services

<b>Facilitators (Special Education Teacher) – Secondary School</b>
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It is understood that the Special Education Teacher will:

- follow board policies and procedures regarding special education
- maintain up-to-date knowledge of special education practices
- participate in required in-service activities related to the role

Areas to be address include: coordination, special education program, and resource services

## **Coordination of Human Resources and Services**

- collaborate with the Chair of Student Services
- coordinate the schedules of all staff involved in program delivery (such as: SSP's, OT's, PT;s, Speech, Vision, and others assigned)
- liaise with parents, the ERT's, community agencies, alternative programs, and other facilitators at the elementary and secondary level
- coordinate case conferences as required
- collaborate with the elementary feeder schools according to the procedures outlined in the *Elementary/Secondary Interface Chart*
- encourage the parent, the student and the subject teacher to actively participate in the IEP
- liaise with the co-op teachers
- arrange necessary equipment
- supervision of SSP's

## **Special Education Program**

- complete the IPRC process and oversee its implementation
- develop an IEP in consultation with parents, teachers, students and others
- monitor the students' progress with reference to the IEP, review the program, and make revisions as necessary
- assist in providing educational assessments for exceptional students
- participate in in-school meetings
- communicate the goals and services of the special education program to the school community
- participate in the program review
- work closely with the parent, and the student to develop and implement a transition plan (educational and career counseling)
- advocate for the needs of identified students
- support students in their daily academic and personal needs

## **Resource Services**

- in-service for the school community
- support for the classroom teacher in the delivery of program; this support may include,
  - suggestions for classroom management techniques
  - advice on alternative assessment and evaluation techniques
  - collaborative problem solving
  - assistance in the development of students' study skills
  - help in developing individual behaviour management techniques
  - support to develop appropriate sensitivity and understanding of the needs of students with special needs within the classroom

## Student Support Professional

Reports to: Principal

Lakehead District School Board has developed extensive programming to meet the needs of all special education students. To assist classroom teachers to deal with the problems inherent in providing individualized education to special education students, the Board provides para-professional assistance in the form of Student Support Professional.

### **Role Responsibilities**

- Provide assistance to students individually or in small groups through implementation of educational program directed by the teacher.
- Contribute to the educational plans by providing input to the teacher in the designing of programs.
- Assist teachers in student evaluation through observation, recording and/or data collection.
- Attend to the physical needs of the student by portering, feeding, toileting, administering medication, providing maintenance therapy and promoting good personal hygiene.
- Ensure a safe environment through supervision of students during arrivals and departures, lunches, recesses, and in the classroom during the teacher's brief unscheduled absences.
- Contribute to daily lessons, activities and programs by assisting the teacher in ensuring the availability of learning materials and equipment.
- Provide a positive environment for integration of the students through effective communication and involvement with all staff and students.
- As a member of the school team, contribute to effective communication through oral and/or written techniques, to establish and maintain a harmonious and productive relationship with all persons involved with students.
- Ensure ongoing personal growth through participation in system professional development and in-service training.

## School Social Work & Attendance Counselling

### **Roles and Responsibilities**

- To act as liaison between the school and the home by:
  - communicating to the family the resources of the school/board support services and community agencies.
  - communicating the concerns of the child and the family to the school in order to provide maximum educational opportunities for the individual student.
  
- To develop and maintain a close liaison with school personnel through regular school visits and, if necessary, identify students to special service teams.
  
- To develop and maintain a close liaison with other support personnel, both within the Board and outside agencies, in an attempt to ensure that all available resources utilized in serving the students' needs.
  
- To assume primary responsibility for resolving severe attendance cases and, if necessary, use the Provincial Court. Such action would normally follow the exhaustion of other internal and community resources.
  
- To initiate the use of protective services with regard to young people showing evidence of neglect or abuse as stated in the Child and Family Services Act.
  
- To advise parents of community resources which can offer them help if there are difficulties in the home which affect students' attendance or welfare.
  
- To act as a liaison for the SAL Committee with the school, student, parents, and employer, by preparing and presenting pertinent information.
  
- To explain professional duties and practices to Board personnel and school staff as requested.
  
- To continue to upgrade attendance counseling skills through professional development.