



## **SPECIAL EDUCATION PLAN**

### **SECTION 13: Special Education Staff**

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#### **SPECIALIZED SERVICES STAFF**

Individuals in several roles support the delivery of Specialized Services in TLDSB. These roles are filled by employees of the board, and by persons contracted to provide service in some areas.

Qualifications for special education support personnel are in accordance with recognized professional qualifications in each area of expertise.

The deployment of special education support personnel is determined on an annual basis by the Superintendent Responsible for Specialized Services.

A list of special education support staff for 2019-2020 appear on the following pages.



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| ELEMENTARY   | FTE (Full Time Equivalent)<br><br>2019-2020<br>updated<br>8/15/19 | STAFF QUALIFICATIONS  |
|--|---|---|
| <b>Teachers of exceptional students</b>            |   |   |
| Teachers for resource-withdrawal programs          | 53.1  | Minimum Special Education Part I  |
| Teachers for self-contained classes                | 23.0  | Minimum Special Education Part I  |
| <b>Other special education teachers</b>            |   |   |
| Itinerant teachers                                 | 2.0 (E/S)   | Minimum Special Education Part I in specific area                                       |
| Teacher diagnosticians                             | 0.0   | Minimum Special Education Part I  |
| Coordinators                                       | 0.0   |   |
| Consultants  | 4.0 (E/S)   | Special Education Specialist Preferred  |
| <b>Educational assistants in special education</b> |   |   |
| Educational assistants                             | 190.7   | Post-secondary, related diploma, experience working with individuals with special-needs |
| <b>Other professional resource staff</b>           |   |   |
| Psychologists                                      | 1.0 (E/S)   | Registered with the College of Psychologists and Psych Associates                       |
| Psychoeducational Consultants                      | 4.8 (E/S)   | Master of Arts, Psychology or bachelor of education with applicable experience          |
| Psychiatrists                                      | 0.0   |   |
| Speech language pathologists                       | 4.0 (E/S)   | Masters, Speech Language Pathology  |
| Audiologists                                       | 0.0   |   |
| Occupational therapists                            | 0.0   |   |
| Physiotherapists                                   | 0.0   |   |
| Student Services/Attendance Counselors             | 15.0 (E/S)  | Regulated mental health professionals and/or eligible to be regulated                   |
| Communicative Disorder Assistants                  | 4.0 (E/S)   | Post Secondary in CDA   |
| <b>Subtotal</b>                                    | <b>301.6</b>  |   |
| <b>Paraprofessional resource staff</b>             |   |   |
| Orientation and mobility personnel                 | 0.0   |   |
| Oral interpreters                                  | 0.0   |   |
| Sign interpreters                                  | hiring  | Post-secondary, related diploma, experience (Educational Assistant)                     |
| Transcribers                                       | 0.0   |   |
| Interveners  | 0.0   |   |
| Auditory verbal therapists                         | 0.0   |   |
| <b>Subtotal</b>                                    | <b>0.0</b>  |   |



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| SECONDARY  | FTE (Full Time Equivalent)<br><br>2019-2020 updated<br>8/15/19 | STAFF QUALIFICATIONS  |
|--|--|---|
| <b>Teachers of exceptional students</b>                            |  |   |
| Teachers for resource-withdrawal programs (including 7 Dept Heads) | 11.147   | Minimum Special Education Part I  |
| Teachers for self-contained classes                                | 16.667   | Minimum Special Education Part I  |
| <b>Other special education teachers</b>                            |  |   |
| Itinerant teachers   | 2.0 (E/S)  | Minimum Special Education Part I specific area  |
| Teacher diagnosticians   | 0.0  |   |
| Coordinators   | 0.0  |   |
| Consultants  | 4.0 (E/S)  | Special Education Specialist Preferred  |
| <b>Educational assistance in special education</b>                 |  |   |
| Educational assistants   | 46.5   | Post-secondary, related diploma, experience working with individuals with special-needs |
| <b>Other professional resource staff</b>                           |  |   |
| Psychologists  | 1.0 (E/S)  | Registered with the College of Psychologists and Psych Associates                       |
| Psychoeducational Consultants                                      | 4.8 (E/S)  | Master of Arts, Psychology or bachelor of education with applicable experience          |
| Psychiatrists  | 0.0  |   |
| Speech language pathologists                                       | 4.0 (E/S)  | Masters of Speech Language Pathology  |
| Audiologists   | 0.0  |   |
| Occupational therapists  | 0.0  |   |
| Physiotherapists   | 0.0  |   |
| Student Services/Attendance Counselors                             | 15.0 (E/S)   | Regulated mental health professionals and/or eligible to be regulated                   |
| Communicative Disorder Assistants                                  | 4.0 (E/S)  | Post Secondary in CDA   |
| <b>Subtotal</b>  | <b>109.114</b>   |   |
| <b>Paraprofessional resource staff</b>                             |  |   |
| Orientation and mobility personnel                                 | 0.0  |   |
| Oral interpreters  | 0.0  |   |
| Signed interpreters  | 1.0  | Post-secondary, related diploma, experience (Educational Assistant)                     |
| Transcribers   | 0.0  |   |
| Interveners  | 0.0  |   |
| Auditory verbal therapists   | 0.0  |   |
| <b>Subtotal</b>  | <b>1.0</b>   |   |

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#### SERVICES PROVIDED BY SPECIAL EDUCATION STAFF

| ROLE                                | RESPONSIBILITY   |
|-------------------------------------|--|
| <b>STAFF AT SCHOOL LEVEL</b>        |  |
| Regular Program Teacher             | <ul style="list-style-type: none"> <li>● Collaborates with the resource teacher in the development of IEPs</li> <li>● Provides program modifications and accommodations</li> <li>● Evaluates student progress</li> </ul>   |
| Special Education Resource Teachers | <ul style="list-style-type: none"> <li>● Plans and develops school special education supports</li> <li>● Models differentiated instruction in the regular classroom</li> <li>● Collaborates with the regular program teacher in the development of IEPs</li> <li>● Provides consultation to regular program teachers</li> <li>● Delivers programs in flexible blocks and groupings to students with special needs</li> <li>● Evaluates student progress</li> </ul> |
| Special Education Program Teachers  | <ul style="list-style-type: none"> <li>● Teaches program of exceptional students who have been placed in the program by IPRC</li> <li>● Collaborates with the resource teacher and the integration teachers in the development of the IEP's</li> <li>● Plans and delivers special education programs</li> <li>● Collaborates with regular teacher for integration of students</li> </ul>   |
| Special Education Head (Secondary)  | <ul style="list-style-type: none"> <li>● Develops secondary programs for students with special needs</li> <li>● Develops IEP's in consultation with regular classroom teachers</li> <li>● Plans instruction with regular program teachers</li> </ul>   |
| Educational Assistants              | <ul style="list-style-type: none"> <li>● Provides general support for students with special needs under the direction of teachers</li> <li>● Assists students requiring intensive support</li> <li>● Delivers teacher developed programs to students individually or in small groups.</li> <li>● Carries out IEP strategies as directed by the teacher</li> </ul>  |

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| ROLE  | RESPONSIBILITY  |
|---|---|
| <b>DISTRICT AND AREA SUPPORT STAFF</b>                          |   |
| Special Education Consultants                                   | <ul style="list-style-type: none"> <li>● Provide leadership in professional development</li> <li>● Build capacity in school staff</li> <li>● Advise on educational assessments</li> <li>● Consult about student programs</li> <li>● Select and implement resources</li> <li>● Ensure special education procedures are followed</li> <li>● Oversee the IPRC process</li> <li>● Liaise with outside agencies</li> </ul> |
| Psychologists   | <ul style="list-style-type: none"> <li>● Conduct educational and behavioral assessments</li> <li>● Interpret outside assessments</li> <li>● Make program recommendations</li> </ul>   |
| Psychoeducational Consultants                                   | <ul style="list-style-type: none"> <li>● Administer educational assessments</li> <li>● Interpret outside assessment information</li> <li>● Consult about program</li> <li>● Select and Implement resource</li> </ul>  |
| Speech Language Pathologists                                    | <ul style="list-style-type: none"> <li>● Assess speech and language</li> <li>● Consult about programs</li> <li>● Provide professional development for teachers</li> <li>● Select and implement resources</li> <li>● Support augmentative communication</li> </ul>   |
| Itinerant Teachers (Blind/Low Vision; Deaf and Hard of Hearing) | <ul style="list-style-type: none"> <li>● Consult regarding individual student needs in specialized areas</li> <li>● Provide programming assistance for individual students</li> <li>● Advise about program delivery for students in specialized areas (deaf, blind)</li> </ul>  |
| Student Services/ Attendance Counsellors                        | <ul style="list-style-type: none"> <li>● Liaise with parents, agencies and community services</li> <li>● Problem solve regarding attendance issues</li> <li>● Counsel - Individual and small group</li> <li>● Provide support during crisis</li> </ul>  |