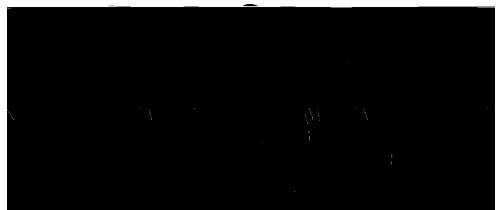




Lakehead
Public
Schools

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.

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| Facilitators (Special Education Teacher) - Elementary |
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Direct Service/Intervention

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

Support to Staff

- x Form partnerships with classroom teachers to develop appropriate instructional and socialization strategies to meet student needs
- x Interpret the results of formal academic assessments, the WIAT, observations, and consultations to develop appropriate programming strategies
- x 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
- x Collaborate with classroom teachers in the use of informal educational assessments and screens
- x Provide ongoing professional development for staff and community by offering in-service and consultations
- x Support Differentiated Instruction and Universal Design of Learning in the classroom
- x Modeling of IEP based strategies and interventions with Educational Assistants

Communication/Liaison

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

Administrative Tasks

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

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| Facilitators (Special Education Teacher) – Secondary School |
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It is understood that the Special Education Teacher will:

- x follow board policies and procedures regarding special education
- x maintain up-to-date knowledge of special education practices
- x 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

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

Special Education Program

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

Resource Services

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

