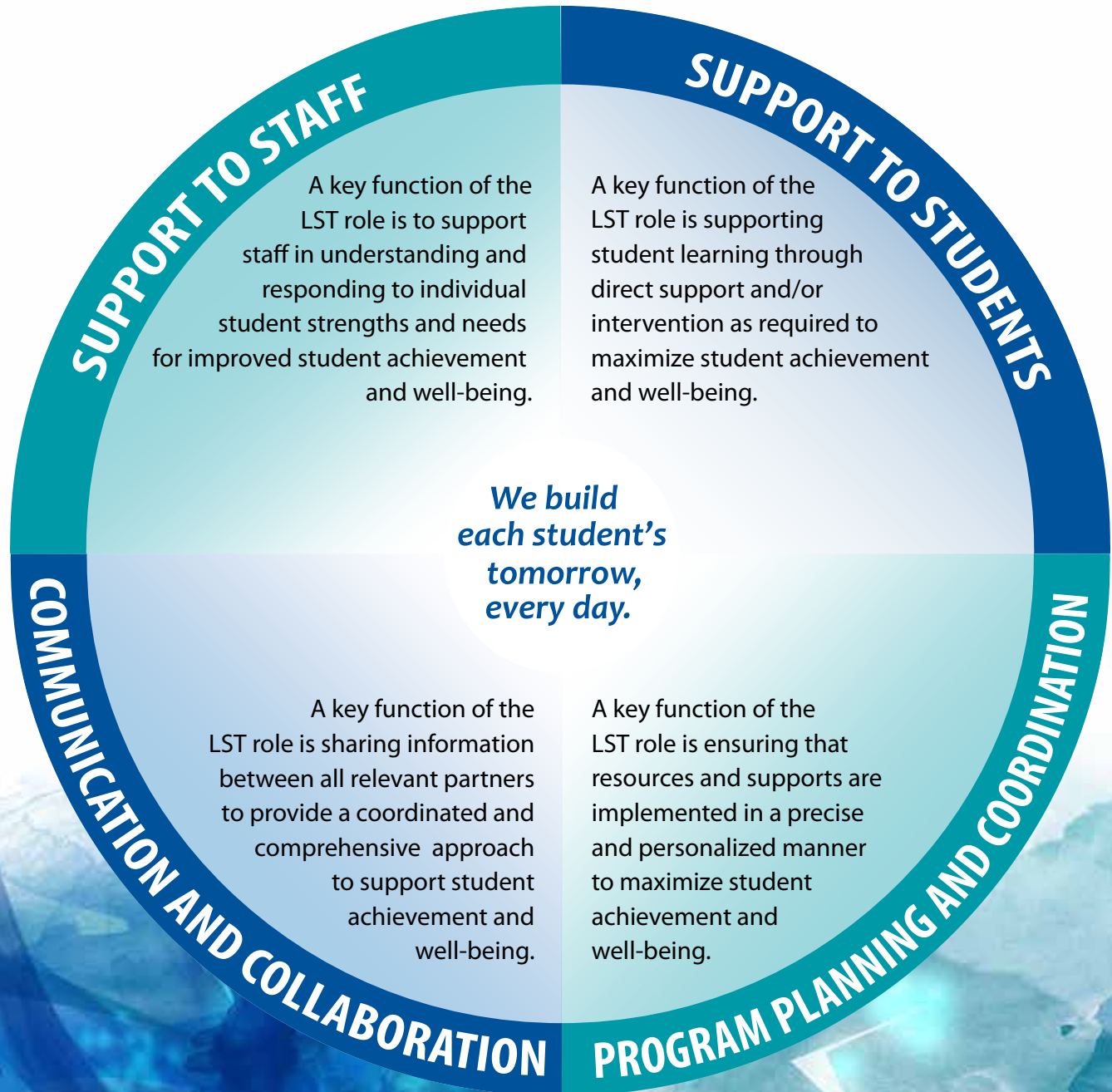




We build each student's tomorrow, every day.

# LST

## The Role of the Learning Support Teacher



The Learning Support Teacher (LST) plays a critical role in co-creating rich, equitable and inclusive school and classroom environments that are responsive to students' strengths and needs.

## Domain

## Tasks and Activities

### Support to Students

A key function of the LST role is supporting student learning through direct support and/or intervention as required to maximize student achievement and well-being.

- Administer student assessments (e.g., WIAT-III) as per recommendation of Program Development Team (PDT);
- Provide direct support for the implementation of targeted intervention as recommended by the Program Development Team;
- Support the implementation of Applied Behaviour Analysis principles and strategies in accordance with PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for students with Autism Spectrum Disorders;
- Provide direct support to students as required for implementation of the Individual Education Plan (e.g., in class and/or withdrawal assistance);
- Coordinate the provision of health support services for students in accordance with PPM 81: Provision of Health Support Services in school settings;
- Support the implementation of assistive technology for individual students, groups of students, and/or classroom (use and application to curriculum, teacher awareness, student progress);
- Coordinate and facilitate the training of designated students based on approved Special Equipment Amount (SEA) applications;
- Assist with administration of EQAO Provincial Assessments for students with special education needs;
- Respond to urgent student needs as directed by administration, in accordance with PDT recommendations and Safety Plan protocols.

### Program Planning and Coordination

A key function of the LST role is ensuring that resources and supports are implemented in a precise and personalized manner to maximize student achievement and well-being.

- Facilitate parent consultation for the development of Individual Education Plans;
- Complete and submit SEA applications as per practitioner recommendations;
- Complete referrals for system level supports via Case Management System (CMS);
- Complete applications for specialized transportation;
- Collaborate with and assist classroom teachers in preparing and implementing Individual Education Plans (IEP);
- Collaborate with classroom teachers to determine programming goals and teaching strategies to be outlined in the IEP and implemented in the classroom;
- Collaborate with administration and relevant partners in preparing individual student plans (e.g., Safety Plans, Behaviour Plans, Support Plans);
- Collaborate with administration in reviewing overall needs of students in the building and determining potential plans for meeting those needs;
- Coordinate Early Identification of Student Needs in accordance with PPM 11: Early Identification of Children's Learning Needs and PPM 8: Identification and Program Planning for Students with Learning Disabilities;
- Facilitate transition planning in accordance with PPM 156: Supporting Transitions for Students with Special Education Needs;
- Complete and submit applications for system classroom placements as per recommendation of Program Development Team.

## Domain

## Tasks and Activities

### Support to Staff

A key function of the LST role is to support staff in understanding and responding to individual student strengths and needs for improved student achievement and well-being.

- Attend LST meetings and relevant system professional learning opportunities;
- Update administration and staff with respect to Special Education issues, policies and procedures;
- Support instructional capacity of school staff in understanding and following the tiered approach to prevention and intervention;
- Support classroom teachers in applying universal design for learning to enhance the learning of all students;
- Collaborate with and support classroom teachers in identifying learning strategies based on assessment results, Program Development Team (PDT) recommendations, and system/community support recommendations;
- Support classroom teachers in understanding and incorporating instructional, environmental and assessment accommodations into their practice;
- Support classroom teachers in the development and implementation of modified programming as outlined in the IEP;
- Support the use of technological supports required by students in the classroom;
- Support teachers in accessing resources.

### Communication and Collaboration

A key function of the LST role is sharing information between all relevant partners to provide a coordinated and comprehensive approach to support student achievement and well-being.

- Engage with parents and work collaboratively to provide the best possible educational opportunity for students;
- Participate as part of the multidisciplinary team in gathering and understanding information about students that will be used to determine and monitor intervention plans;
- Coordinate Program Development Team meetings and ensure that all relevant partners are included;
- Complete PDT summary and distribute to participants;
- Liaise with system support staff in coordinating support to students;
- Liaise with community agencies in coordinating support to students in accordance with PPM 149 : Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals;
- Share student needs information with area Learning Coordinator - Special Education;
- Coordinate IPRC meetings according to Ministry guidelines;
- Review OSRs of students who are new to the building to determine student strengths and needs;
- Participate in Student Success meetings at the Secondary School Level.

*Keeping the needs of all students at the forefront, the time dedicated to each of these domains should be flexible, fluid and responsive as directed by the administrator.*

*The Learning Support Teacher works collaboratively with all members of the learning community to promote well-being and enhance student learning and achievement.*

## **Guiding Principles for Special Education**

- 1.** All students can succeed.
- 2.** Each student has their own unique patterns of learning. Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible groups for instruction, and provide ongoing assessment.
- 3.** The TVDSB Mission of, “We build each student’s tomorrow, every day” should be supported by maximizing student learning.
- 4.** The practice of providing a range of services and placements shall be maintained.
- 5.** Regular classrooms should be the first placement of choice for all students throughout their education career as per Regulation 181/98.
- 6.** Parent(s)/legal guardian(s), students and staff must be engaged as equal partners in achieving student success. Group collaboration is imperative to ensure appropriate programming, placement decisions and the implementation of an effective IEP.
- 7.** Parent(s)/legal guardian(s), students, staff and public involvement are essential in creating a caring culture of learning designed to optimize the development, establishment and implementation of programs and support services.
- 8.** Educators, students and families require the support of the broader community to create a learning environment that supports students with Special Education needs.
- 9.** Ongoing communication with students, parent(s)/legal guardian(s), staff, SEAC and other stakeholders is an important strategy in maintaining links with the broader community sector.
- 10.** Fairness is not sameness - fairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs and classroom practice.
- 11.** Universal design, differentiated instruction and assessment “for” learning are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- 12.** Special Education programs and services are founded on evidence-informed and evidence- based research, tempered by experience.

For more specific information and timelines regarding LST activities, please refer to the Elementary and Secondary Year-At-A-Glance Calendars.