

Supporting Student Learning (Tier 1)

Roles and Responsibilities for District Itinerant Staff

	Itinerant Specialists*	Counsellors	Literacy Coordinators	Learning Coordinators	Inclusion Support Team
Snapshot	Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.	Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.	Collaborate with classroom teachers to support all learners in the classroom.	Collaborate with classroom teachers to support all learners in the classroom.	Inclusion Support provides capacity building support for individuals working with students requiring Tier 3 interventions.
Tier 1	Collaborate with classroom teachers to promote strategies/structures which allow for universal, differentiated support in the classroom.	Facilitate the educational, personal, social, emotional and career development of students within Tier 1 settings.	Collaborate with classroom teachers to promote strategies/structures which allow for universal, differentiated support in the classroom.	Collaborate with classroom teachers to reflect on classroom environment and support changes as needed.	Recommendations may include connecting with the Learning Coordinators for suggestions related to Tier 1 supports.
	Collaborate with classroom teachers and Inclusion support teachers to create appropriate goals/strategies/activities for students.	Provide updated information for school staff about Child Abuse Prevention and Suicide Protocol on an annual basis	Support teachers in setting up a literacy focused classroom. Promote a structured literacy approach to instruction.	Collaborate with classroom teachers to promote strategies/structures which allow for universal, differentiated support in the classroom.	May provide small or large group capacity building opportunities related to Tier 1 classroom strategies.
	Provide appropriate resources and coaching for teams, with respect to area of specialty.	Participate in the transition planning process for students	Collaborate with classroom teachers to create appropriate learning activities for students.	Collaborate with classroom teachers to create appropriate learning activities for students.	
	Provide access to assistive technology, as appropriate.				
	Be aware of any medical needs or precautions for individual students on the caseload.		Provide additional resources for classroom teachers.	Provide additional resources for classroom teachers.	

* See p.4 for role-specific information for Inclusion Outreach, School Psychologists, Speech Language Pathologists, TDHH and TSVI.

Supporting Student Learning (Tier 2) Roles and Responsibilities for District Itinerant Staff

	Itinerant Specialists	Counsellors	Literacy Coordinators	Learning Coordinators	Inclusion Support Team
Snapshot	<i>Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Collaborate with classroom teachers to develop Tier 2 interventions within classroom settings.</i>	<i>Learning Coordinators provide support for teachers in Tier 1 environments.</i>	<i>Inclusion Support provides capacity building support for individuals working with students requiring Tier 3 interventions.</i>
Tier 2	Assist the classroom teacher with directing educational assistants in providing support for students requiring T2 supports. Collaborate with team to provide capacity building opportunities for EAs, where appropriate.	Assist the classroom teacher with directing educational assistants in providing support for students requiring T2 supports for social-emotional/behavioural needs	Assist classroom teachers with utilizing EA support in ways that enhance and support in-class Tier 2 interventions.	n/a	Office hours being scheduled to allow for brainstorming and conversation related to Tier 2 needs.
	Promote a problem-solving approach at School Based Team meetings, coordinate School Based Team (as determined by administrators).	Provide liaison between school, home and community agencies, facilitating referrals for service	n/a	n/a	n/a
	Provide targeted, supplementary, frequent instruction to small groups; in or out of a classroom.	Provide individual and small group support for students experiencing mental health and behavioural difficulties in the school setting	n/a	n/a	n/a

Supporting Student Learning (Tier 3)

Roles and Responsibilities for District Itinerant Staff

	Itinerant Specialists	Counsellors	Literacy Coordinators	Learning Coordinators	Inclusion Support Team
Snapshot	<i>Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Literacy Coordinators provide strategies and capacity building opportunities at Tier 1 & 2 within classroom settings.</i>	<i>Learning Coordinators provide resources and capacity building opportunities for classroom teachers, in Tier 1 environments.</i>	<i>Working from a referral-based model, capacity building and plan development for students with Tier 3 needs.</i>
Tier 3	<p>Provide small group &/or individual intense, systematic, supplemental intervention.</p> <p>Review specialist assessment reports and medical documentation, to assist with individualized planning, as appropriate.</p>	<p>Develop, coordinate and provide leadership in the development of IEPs, RSPs and functional behaviour assessments for students requiring moderate and intensive support</p> <p>Individual support with social-emotional learning.</p> <p>Referrals to outside agencies for clinical services.</p>	n/a	n/a	Observation, recommendations, plan development, resource support and capacity building/training opportunities for classroom teachers and EAs.
Reporting & Case Management	<p>Collaborate with classroom teachers and support teachers with respect to learning activities and IEP/Learning Plan goals.</p> <p>Generate goals, complete assessments and provide progress reports with respect to area of specialization, as appropriate.</p>	<p>Establish ongoing communication regarding plans, coordinate team meetings</p> <p>Report on student progress with respect to individualized goals. All areas not addressed in IEP/RSP are reflected in classroom report cards.</p> <p>In collaboration with ISTs, Case Manage RSP plans for students without formal ministry designations.</p>	Support classroom teachers with assessment and reporting practices around literacy learning.	Support classroom teachers with resources with respect to classroom assessment and reporting structures.	n/a

Supporting Student Learning

Expanded Roles and Responsibilities for Itinerant Specialist Staff

	Inclusion Outreach	School Psychologists	Speech-Language Pathologists	Teacher of the Visually Impaired	Teacher of the Deaf and Hard of Hearing
Tier 1	Large and small group capacity building sessions.	Ongoing consultation with classroom teachers regarding academics and classroom adaptations.	Collaborate with classroom teachers regarding visual supports and communication strategies.	Collaborate with classroom teachers regarding strategies to support vision needs (e.g., high contrast, buddy for play, uncluttered area)	Review of hearing assessments/audiograms to provide strategies to classroom teacher (e.g., hearing aids, amplification system/personal FM)
	Referral to Learning Coordinator support for Tier 1 classroom ideas.	Resource sharing.		Provide access to alternative format materials (e.g., braille, large print, audiobooks)	Classroom observations/ "hearing banana" to illustrate range of student's hearing
Tier 2	Individual student consultations & programming support	SBT consultation regarding referrals for additional services (i.e ELL services, School-Aged Therapy).	SBT consultation regarding referrals for additional services (i.e ELL services, School-Aged Therapy).	Classroom in-service on vision loss	Classroom in-service on hearing loss, demystifying devices
	Digital resource repository.	Support with monitoring current interventions and data.	Provide small-group intervention, as appropriate.		
Tier 3	Observation and direct in-school program support for students with highly individualized needs or safety concerns.	Monitoring and administration of Psychoeducational Assessments.	Provide individualized intervention, as appropriate.	Functional Vision Assessments	Direct 1:1 support on receptive/expressive language, teaching self advocacy strategies to student)
	Assistance with assessment and programming for students with moderate-to-profound intellectual disabilities.		Support the implementation of Alternative, & Augmentative Communication devices (AAC)	Orientation and Mobility training	Support to student's case manager
	Manage Elementary Outreach Program		Monitoring and administration of Speech-Language Assessments.	Direct 1:1 support as appropriate	District Partner for SET-BC
	District Partners for: POPARD, POPFASD, PIOP		District Partner for SET-BC	Support to student's case manager	
	Student Specific NCI Training			District Partner for POPTDHH, POPDB	