

Supporting Student Learning (Tier 1)

Roles and Responsibilities for School-Based Staff

	Principal/ Vice-Principal	Classroom Teacher	Inclusion Support Teacher	Education Assistant	CYFSW
Snapshot	Actively lead the school in a focused effort to develop and implement an inclusive education program.	Plan, coordinate, schedule, and evaluate curriculum and instructional outcomes for all students.	Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.	Assist and enhance the educational process of all students in both instructional and non-instructional activities.	Assist and enhance social emotional learning and peer connections for students.
Tier 1	Organize programs and services in the school to allow for inclusive, flexible models of support.	Maintain responsibility for ALL students registered in a particular class/block.	Assist classroom teachers and educational assistants in understanding students' disabilities and challenges.	Perform duties under the direct supervision of the classroom teachers and Inclusion Support Teachers.	Assist students and families with accessing community supports to reduce barriers to school success.
	Become familiar with goals/strategies in student plans.	Collaborate with Inclusion Support Teacher to develop appropriate goals/strategies/activities for students.	Collaborate with classroom teachers and itinerant specialists to develop appropriate goals/strategies/activities for students.	Collaborate with teachers and specialists to share observations and suggestions regarding front-line experiences with students.	Collaborate with classroom teachers and specialists to provide opportunities available to all students (e.g. playground activities, support for foods programs)
	Support team in creating collaborative planning opportunities.				
	Foster a school culture which respects and values diversity.	Support diversity in the classroom by providing universal, differentiated instructional opportunities for all learners.	Assist classroom teacher with accessing resources and developing materials to support student inclusion in the classroom environment.	Utilize learning resources, implement activities as provided by teachers and itinerant specialists. This includes the use of technology, as appropriate.	Foster a school culture which respects and values diversity.
Be aware of, and oversee processes for supporting, any medical needs or precautions for individual students in the school.	Be aware of and responsible for any medical needs or precautions for individual students in the class.	Be aware of any medical needs or precautions for individual students on the caseload. Facilitate training and communication with outside services, as appropriate.	Be aware of and responsible for personal role in supporting any medical needs or precautions for individual students in the class. Participate in training as directed.	Be aware of and responsible for any medical needs or precautions for individual students.	

Supporting Student Learning (Tier 1)

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 classroom teachers to support all learners in the classroom.</i>	<i>Collaborate with classroom teachers to support all learners in the classroom.</i>	<i>Inclusion Support provides capacity building support for individuals working with students requiring Tier 3 interventions.</i>
	Collaborate with classroom teachers to promote strategies/structures which allow for universal, differentiated support in the classroom.		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.		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.
Tier 1	Provide appropriate resources and coaching for teams, with respect to area of specialty. Provide access to assistive technology, as appropriate.		Collaborate with classroom teachers to create appropriate learning activities for students.	Collaborate with classroom teachers to create appropriate learning activities for students.	
	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.	

*Refer to page 7 for additional details regarding Itinerant Specialist support across the Tiers.

Supporting Student Learning (Tier 2)

Roles and Responsibilities for School Based Staff

	Principal/ Vice-Principal	Classroom Teacher	Inclusion Support Teacher	Education Assistant	CYFSW
Snapshot	Actively lead the school in a focused effort to develop and implement an inclusive education program.	Plan, coordinate, schedule, and evaluate curriculum and instructional outcomes for all students.	Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.	Assist and enhance the educational process of all students in both instructional and non-instructional activities.	Assist and enhance social-emotional learning opportunities for students.
Tier 2	<p>Develop schedules and supervise plans for educational assistants (in consultation with classroom and inclusion support teachers).</p> <p>Collaborate with team to provide capacity building opportunities for EAs, where appropriate.</p>	<p>Direct EAs in their work with students with respect to classroom activities.</p> <p>This includes the use of technology, as appropriate.</p>	<p>Assist the classroom teacher with directing educational assistants in providing support for students requiring T2 supports.</p> <p>Collaborate with team to provide capacity building opportunities for EAs, where appropriate.</p>	<p>Utilize learning resources, implement activities as provided by teachers and itinerant specialists.</p> <p>This includes the use of technology, as appropriate.</p>	<p>Provide small group support for learners / families (e.g. friendship groups, coaching for Zones of Regulation, Rainbows grief and loss programs, Triple P Parenting)</p>
	Ensure the School Based Team is operational, facilitate collaborative efforts of team members in meeting the unique needs of students.	Refer students and participate in School Based Team meetings to problem-solve around needs of specific students.	Promote a problem-solving approach at School Based Team meetings, coordinate School Based Team (as determined by administrators).	Participate in relevant School Based Team meetings (as requested).	Participate in relevant School Based Team meetings (as requested).
	Know strengths of staff, support training needs, create opportunities for staff to receive needed training and in-service.	Facilitate flexible scheduling of the classroom program to allow for targeted intervention to take place.	Provide targeted, supplementary, frequent instruction to small groups; in or out of a classroom.	Collect observational data of student experiences, as directed.	Collect observational data of student experiences, as directed.

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 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>
	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 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).		n/a	n/a	n/a
Tier 2	Provide targeted, supplementary, frequent instruction to small groups; in or out of a classroom.		n/a	n/a	n/a

Supporting Student Learning (Tier 3) Roles and Responsibilities for School Based Staff

	Principal/ Vice-Principal	Classroom Teacher	Inclusion Support Teacher	Education Assistant	CYFSW
Snapshot	<i>Actively lead the school in a focused effort to develop and implement an inclusive education program.</i>	<i>Plan, coordinate, schedule, and evaluate curriculum and instructional outcomes for all students.</i>	<i>Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Assist and enhance the educational process of all students in both instructional and non-instructional activities.</i>	<i>Assist and enhance social-emotional learning opportunities for students.</i>
Tier 3	Support Inclusion Support Teachers and Itinerant Specialists in creating time for capacity building and the delivery of intervention.	Facilitate aspects of T3 supports that are appropriate within the classroom environment.	Complete Functional Assessments to guide programming for students with complex developmental needs. Provide individual intense, systematic, supplemental instruction as appropriate.	Utilize learning resources, implement activities as provided by teachers and itinerant specialists. This includes the use of technology and AAC devices, as appropriate.	Facilitate family access to community services (e.g. food security, connections to outreach or resource associations) Engage in home visits to support families in reducing barriers to services and school attendance/engagement
Reporting	Ensure accurate reporting regarding adaptations/modifications occurs, monitor progress toward IEP/SSP goals.	Report on student progress with respect to learning outcomes, inclusive of individualized goals. All areas not addressed in IEP/SSP are reflected in classroom report cards. Case Manage SSP plans for students enrolled in the class/block.	Complete and maintain all assigned student's records (i.e., IEP, IEP progress report, safety plans, behavior plans, etc.). Generate Progress Reports for IEPs, as appropriate. Collaborate with classroom teachers to support the development of SSPs.	Become familiar with goals/strategies in student plans. Provide observational data of student experiences, as directed.	Become familiar with goals/strategies in student plans. Provide observational data of student experiences, as directed.

Supporting Student Learning (Tier 3) Roles and Responsibilities for District 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>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>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	<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>	Collaborate with classroom teachers with	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

Roles and Responsibilities for District 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	Office hours for short consultations regarding structures or individual students.	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 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 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
			Monitoring and administration of Speech-Language Assessments.		Direct 1:1 support as appropriate
				Support to student's case manager	