

Special Education Roles and Responsibilities

Professional Group	Information
Attendance Counsellor	<p>Duties of the Attendance Counsellor as outlined in: The Education Act, & Ministry Regulations & Memos.</p> <p>Attendance counsellor promotes the educational and personal growth of students who are experiencing attendance concerns by creating partnerships with students, parents, teachers, administrators and community agencies, employing various interventions and strategies while concentrating on a preventative rather than a remedial model.</p> <p>Attendance counsellor determine factors causing absenteeism through a comprehensive assessment of the student, the home and the school.</p> <p>Attendance Counsellor acts as liaison between the school and home by: communicating to the family the resources of the school/board support, services and community agencies which may assist with the attendance difficulties, and communicates the concerns of the child and the family to the school in order to provide maximum educational opportunities.</p>
Itinerant Special Education Support Staff	<p>Itinerant Special Education Support Staff who, through experience and qualifications, have been assigned to geographical areas of the board, to support special education support staff and students with strategies, modelling and coaching. They possess extensive experience in the areas of autism and behavior, and are available to schools through an access process from the principal to the supervisor of special education staff.</p>
Mental Health Lead	<p>The Mental Health Lead supports the development and implementation of a board-wide mental health strategy that addresses the well-being of all students within a tiered approach to intervention. Key areas of focus include promoting student well-being and self-regulation through everyday mental health practices, youth and family engagement, and training for school staff in noticing and responding to students in need.</p>
Psychological Services Staff	<p>Psychological Services Staff provide support to students who are experiencing mental health, learning, developmental, social or behavioural difficulties that can affect them within a school setting. Services are offered for students in both elementary and secondary schools. The goal of Psychological Services is to enhance a student's ability to access the curriculum or programs and resources within the school board. Services involve comprehensive psychological assessments, clinical consultation, crisis response and capacity building.</p>

Social Worker Services	Social Worker Services staff provide brief support to students who are living with a variety of issues including mental health difficulties, family conflict and social-emotional challenges so students can reach their full academic potential. This team provides crisis intervention assistance to individual students and/or school environment. Social workers also work with students and families to aid in connecting with community resources that can provide additional support.
Special Education Consultants	Special Education Consultants support the special education needs of students in elementary and secondary schools by attending school resource team meetings, parent meetings, school entry meetings, case conferences and consulting with teachers/educational support staff/parents. Special education consultant designs and facilitates professional learning for special education resource teachers, principals, classroom teachers, and special education support staff. Special education consultants liaise with provincial demonstration schools, oversee the CASA programs for students living with autism, support the implementation of the Empower reading program, coordinate and facilitate the allocation of Special Education Amount (SEA) equipment. Special education consultants have a responsibility for a geographical area as well as expertise in a specific exceptionality.
Supervisory of Special Education Support Staff	The Supervisor of Special Education Support Staff is responsible for providing the guidance and support necessary to ensure efficiency and effectiveness of all special education support staff employed in the Board. In addition, the supervisor supports schools in the allocation of special education support staff and professional development while also assisting with policy development and evaluation.
Teacher of the Blind & Visually Impaired	Teacher of the Blind & Visually Impaired provides direct teaching of curriculum and extended core curriculum (concept development, safe travel skills) accommodations and transcription from print to braille and braille to print, indirect support and program consulting for students, addressing accessibility issues, and support and training on technical equipment. The students serviced may be legally blind, legal low vision, have multiple needs or have visual perceptual processing disorders.
Teacher of the Deaf & Hard of Hearing	Teacher of the Deaf & Hard of Hearing provides direct and indirect support to students who live with a hearing loss. This support can range from 1:1 curriculum/language support to follow up support for hearing aid/personal FM system checks. Provides support to staff and parents of children with hearing loss and/or central auditory processing difficulties.