

DIVISIONAL STUDENT SERVICES TEAM

The Divisional Student Services Team is comprised of the members of the following disciplines:

- Assistant Superintendent – Student Services
- Psychology
- Speech/Language Pathology
- Occupational Therapy (PROMISE Years)
- Physiotherapy (PROMISE Years)

Each member of responsible to carry out their duties, as outlined in the following individual role descriptions:

POSITION DESCRIPTION
(from Procedures Manual – 1C)

ASSISTANT SUPERINTENDENT/STUDENT SERVICES

POSITION DESCRIPTION:

Reporting to the Superintendent, Turtle Mountain School Division, the Assistant Superintendent/Student Services will provide leadership and support required to develop and maintain all aspects of exceptional education programs and services to the Division using the collaborative/consultative resource model of service delivery.

POSITION RESPONSIBILITIES:

1. The Assistant Superintendent/Student Services, while performing responsibilities required by the position, shall:
 - a) determine, in collaboration with school administrators, student services staff and parents appropriate placements and programming for students with exceptional needs;
 - b) coordinate and monitor health planning within the Division including the contracting of health services; and liaising with the Unified Referral Intake System, Manitoba Education Citizenship and Youth; and Assiniboine Regional Health Authority;
 - c) coordinate, as necessary, with the Superintendent, Secretary-Treasurer and school administrators, the planning and expenditure of special categorical grants and programs including but not limited to the following: Aboriginal Academic Achievement; English as an additional language; Healthy Child Manitoba; Early Child Intervention; Heritage Language; Early Behaviour Intervention; Vision/Hearing and Pre-Kindergarten Orientation and Services for the Deaf and Hard of Hearing;
 - d) Implement Divisional Curriculum initiatives;
 - e) support, in collaboration with school administrators, planning for the delivery of Divisional counseling services;
 - f) act as the Access and Privacy Coordinator to ensure the privacy and security of personal and health information under the care and control of Turtle Mountain School Division;
 - g) prepare and review, in collaboration with the Superintendent, Secretary-Treasurer and school administrators, student services program budgets and administer annual operating budgets assigned to the position by the Secretary-Treasurer.
 - h) develop, in collaboration with the Superintendent, long-term plans to provide the best possible educational opportunities for all students in need of student services;
 - i) assist the Superintendent regarding the employment and utilization of staff within the jurisdiction of this position;
 - j) collaborate with school administrators, in the assignment, supervision and evaluation of student services staff within the jurisdiction of this position;

- k) coordinate and supervise the PROMISE YEARS programs within the Division and represent the Division as a member of the PROMISE YEARS Board of Directors;
- l) coordinate the services of outside agencies for school aged children such as, but not limited to, Child and Family Services, Health, Family Services, Addictions Foundations of Manitoba, Society for Manitobans with Disabilities, Manitoba Community and Youth Correction/Probation and the Royal Canadian Mounted Police and represent the Division on the Turtle Mountain Multi-Agency Committee to develop plans and strategies within a multi-disciplinary model for at-risk youth.
- m) liaise with other such agencies such as Manitoba Education Citizenship and Youth, other Divisions, Universities and all agencies concerned with developments in the student services field;
- n) coordinate the services provided by Manitoba Education Citizenship and Youth, Provincial Specialist Unit, Program Implementation Branch;
- o) supervise and evaluate all clinicians;
- p) prepare plans, grant applications, and reports required by Manitoba Education Citizenship and Youth to obtain funding support for exceptional education services.
- q) determine, in consultation with school administrators, Secretary-Treasurer and Transportation Supervisor, transportation needs of the exceptional needs students.
- r) provide consultative services to Division staff at meetings and on committees with respect to exceptional education and assist and provide leadership with the planning of professional development functions for staff involved in the area of student services;
- s) perform other related duties assigned by the Superintendent;
- t) in emergency situations, and in the absence of the Superintendent and Secretary-Treasurer make necessary decisions.
- u) participate as a member of the Manitoba Association of School Superintendents.

POSITION DESCRIPTION
(from Procedures Manual 1-F)

PSYCHOLOGIST

POSITION DESCRIPTION:

Reporting to the Assistant Superintendent of Student Services, the psychologist shall provide consultative and collaborative services to school teams, staff, parents, and other professionals in meeting the needs of students within the Division. Specific services may include assessments, counselling therapy, and recommendations for program and/or classroom management programs.

POSITION RESPONSIBILITIES:

1. The Divisional psychologist, while performing responsibilities required by the position shall:
2. Provide psycho-educational assessments on students referred by schools, parents and other agencies that assist in the provision of appropriate educational planning.
3. Consult and collaborate with school teams, parents, and other professionals to provide appropriate courses of intervention for referred students
4. Provide treatment service directly to students when required in order to complete an intervention deemed necessary in facilitating a student's progress
5. Provide liaison with members of agencies who assist in programming for students in the Division, and coordinate the efforts of these services on behalf of students
6. Offer Divisional personnel, parents, and community presentations/in-services on topics of interest within the field of expertise of the Divisional Psychologist
7. Document the services provided to each student in the student's clinical file, in a manner consistent with the policy requirements of the Division and with good professional practice
8. Function as a member of the student services team and the Turtle Mountain Multi-Agency Committee.
9. Maintain updated knowledge and information in the field of School Psychology
10. Promote and further the educational goals and objectives of Turtle Mountain School Division.
11. Perform other duties as assigned by the Assistant Superintendent of Student Services

POSITION DESCRIPTION
(from Procedures Manual 1-G)

SPEECH/LANGUAGE PATHOLOGIST

POSITION DESCRIPTION:

Reporting to the Assistant Superintendent of Student Services, the speech/language pathologist shall provide assessment and programming services to students who are exhibiting communication disorders. These services may include individualized speech/language services, in-class programming, and/or consultation with other professionals.

POSITION RESPONSIBILITIES:

The Divisional speech/language pathologist, while performing responsibilities required by the position shall:

1. Provide comprehensive speech and language assessments to students referred by schools, parents, or other agencies that assist in the provision of appropriate educational planning;
2. Provide consultative, collaborative or direct services to students with speech and/or language needs through development and implementation of appropriate programs;
3. Instruct and monitor the educational assistant delivering the speech/language programs in a manner consistent with the guidelines as set out by the Manitoba Speech and Hearing Association;
4. Train, observe, monitor and provide resources to teachers, educational assistants, parents, and volunteers in the implementation of individualized student programs;
5. Provide consultative and collaborative services to school teams, parents, and other professionals in meeting the communication needs of the students;
6. Act as a resource to teachers in the development of individualized educational programs;
7. Provide in-servicing on topics of interest within the field of expertise of the speech/language pathologist to divisional personnel, parents, the community, and other professionals;
8. Provide liaison with members of agencies and assist in coordinating the efforts of these services on behalf of the students;
9. Document the services provided to each student in the student's clinical file in a manner consistent with the policy requirements of the Division and with good professional practice;
10. Function as a member of the student services team and the Early Childhood Intake team;
11. Promote and further the educational goals and objectives of Turtle Mountain School Division;
12. Continue professional growth through attendance at conferences, reviews of current literature and memberships in professional associations;
13. Maintain membership and provincial licensure with the Manitoba Speech and Hearing Association;

14. Provide services in a manner consistent with the professional Code of Ethics of the Manitoba Speech and Hearing Association; and
15. Perform other duties as assigned by the Coordinator of Student Services.

POSITION DESCRIPTION
(from Procedures Manual 1-K)

GUIDANCE COUNSELLOR

POSITION DESCRIPTION:

Reporting to the Assistant Superintendent of Student Services through the school administration, the Guidance Counsellor shall provide a comprehensive guidance program that encompasses student growth, development, and well-being. In addition, the Guidance Counsellor shall provide consultative-collaborative services to school teams, staff, parents, and other professionals in meeting the emotional, social, behavioural, and career needs of the students within the Division.

POSITION RESPONSIBILITIES:

1. Take the lead role as the behaviour specialist in the school and in the development and implementation of behaviour intervention planning;
2. Assist students in developing self-understanding for more effective and self-directed personal planning, decision making and problem solving;
3. Assist students in developing the ability to make informed and rational decisions regarding their educational, career, and personal/social development;
4. Provide students with the required information to make informed decisions with respect to personal/social development, career choices and plans for further education or training;
5. Provide direct support and assistance for students with academic or personal/social difficulties;
6. Assist students in developing and maintaining healthy and effective interpersonal relationships;
7. Assist students in improving self-understanding and self-esteem;
8. Assist students who are experiencing difficulties within the academic setting to develop study and organization skills;
9. Act as an advocate for students who are experiencing emotional, social and/or personal difficulties;
10. Consult and collaborate with school teams, parents, and other professionals to provide appropriate course of intervention for referred students.
11. Act as a liaison and/or referral source to external agencies for students experiencing extreme difficulties;
12. Offer divisional personnel, parents, and community presentations/in-services on topics related to guidance and career issues;
13. Provide proactive educational and program opportunities that deal with concerns of the students through classroom and outside presentations;
14. Act as a resource in a crisis within the school setting to assist in diffusing and debriefing the situation;

15. Implement programs within the school setting to deal with guidance and career issues. Examples of these include the Peer Helpers Program, Crisis Support Team, Conflict Managers, Youth Assistance Program, Tuning into Health, Take Our Kids to Work, School Career Day, etc.;
16. Maintain a Career Resource Centre that is accessible to students;
17. Act as a member on the Crisis Team within the school and as a resource for any other school within the Division under crisis;
18. Provide classroom presentations and organize guest speakers on topics of concern to all students;
19. Document the services provided to each student in the student's guidance file, in a manner consistent with the policy requirements of the Division and with good professional practice;
20. Continue professional growth through attendance at conferences, reviews of current literature, and membership in professional organizations;
21. Function as a member of the Divisional student services team;
22. Promote and further the educational goals and objectives of Turtle Mountain School Division; and
23. Perform other duties as assigned by the school administration and/or the Assistant Superintendent of Student Services.

POSITION DESCRIPTION (from Procedures Manual 1-S.1)

STUDENT SERVICES RESOURCE TEACHER

POSITION DESCRIPTION:

Turtle Mountain School Division promotes the divisional philosophy of inclusion. Reporting to the Assistant Superintendent of Student Services through the school administrator, the student services resource teacher has a key role in facilitating inclusive classroom practices for students by providing supportive educationally related services to classroom teachers through the collaborative, consultative service delivery model. The classroom teacher has the primary responsibility for the education of all students. The student services resource teacher is responsible for coordinating services from other members of the support team, i.e. speech language clinician, psychologist, guidance counselors, instructional assistants, etc. The student services resource teacher may provide the services in the form of co-teaching, analytical, remedial, developmental, or compensatory teaching and/or behavioral management. Such services may be conducted in either the regular classroom or in a resource room. The role of the student services resource teacher is based on the dimensions of planning and preparation, the educational environment and service delivery.

POSITION RESPONSIBILITIES:

1. Support teaching staff in development/implementation of appropriate whole class inclusive instructional practices:
 - a. Demonstrates the ability to work effectively as a team member in a collaborative/consultative model of student services.
 - b. Demonstrate knowledge of/skills in various classroom based observation/assessment tools (i.e. classroom profile).
 - c. Demonstrate knowledge of/skills in adaptation/exemption processes for Provincial Standards Assessment.
 - d. Demonstrates the ability to support classroom teachers in developing appropriate classroom adaptations and curricular modifications.
 - e. Demonstrates the ability to assist the classroom teachers in broad identification of classroom instructional needs.
 - f. Demonstrates knowledge of curricula outcomes.
 - g. Demonstrates knowledge of adaptive (alternative) instructional strategies.

2. Facilitate and provide individual, diagnostic assessment to determine specific educational and programming needs for students typical of Level I, II and III and students who qualify for E.A.L. and A.A.A. grants:
 - a. Demonstrates knowledge, understanding and use of accepted formal and informal assessment tools and techniques.
 - b. Demonstrates the ability to use and individualize a broad range of techniques to assess appropriately.

- c. Demonstrates the ability to provide timely feedback of assessment results to the school team on a regular basis.
 - d. Demonstrates the ability to interpret assessment results accurately.
 - e. Demonstrates the ability to use the assessment results to plan with the school team.
3. Facilitate and participate in frequent planning time involving school based, divisional and inter-agency personnel:
- a. Demonstrates a thorough understanding of the typical developmental characteristics of the age group as well as exceptions to the general pattern.
 - b. Demonstrates a solid understanding of the different learning styles students exhibit and the strategies applicable to the specific learning style.
 - c. Demonstrates cultural sensitivity.
 - d. Demonstrates support to the classroom teachers for I.E.P. and B.I.P. development by coordinating team planning meetings.
 - e. Coordinate training of EAs, bus drivers (where necessary) and/or teaching staff specific to student needs.
 - f. Demonstrates the ability to monitor, clarify and problem solve issues in relation to program planning.
 - g. Refer student needs to appropriate divisional support personnel following referral protocol.
4. Coordinate/collaborate towards the creation of a successful planning team:
- a. Demonstrates the ability to regularly involve parents and outside agencies in the planning process.
 - b. Demonstrates the ability to facilitate team participation: parents/guardians, student, teacher, support staff, educational assistants and administrators.
 - c. Demonstrates the ability to coordinate planning meetings.
 - d. Demonstrates the ability to organize staff release time to participate in team meetings.
 - e. Demonstrates the ability to organize transition information in relation to entry, semester to semester, exits, year to year and to adult services and including decisions around class composition.
 - f. Demonstrates the ability to manage records – clinical reports, resource files, individualized plans.
5. Organize and orchestrate/coordinate the flow of information and planning:
- a. Demonstrates the ability to communicate pertinent information to all team members effectively and frequently.
 - b. Demonstrates the ability to communicate with team members on both negative and positive aspects of student progress on a regular basis.
 - c. Demonstrates the ability to maintain confidentiality.

- d. Demonstrates the ability to address concerns from team members in a caring and timely fashion.
 - e. Demonstrates the ability to provide directions and procedures clearly with an appropriate level of detail to facilitate understanding.
 - f. Demonstrates the ability to facilitate relevant discussion around planning and ensure all voices are heard and respected in the discussions.
 - g. Demonstrates the ability to be prepared for meetings.
 - h. Demonstrates the ability to run efficient and timely meetings.
6. Monitor the implementation and evaluation of the plan:
- a. Demonstrates the ability to plan appropriate instruction that links with the students' prior knowledge and experience.
 - b. Demonstrates the ability to differentiate instruction.
 - c. Demonstrates the ability to program plan with consideration to the students' learning styles.
 - d. Demonstrates the ability to use current principles of effective instruction.
 - e. Demonstrates knowledge of core curricular outcomes.
7. Provide and/or coordinate direct service for students requiring supportive, or individualized programming:
- a. Demonstrates the ability to collaborate with administration in scheduling of E.A.s, hiring of E.A.s, accessing subs.
 - b. Demonstrates the ability to schedule, plan and monitor responsibilities and activities of E.As.
 - c. Demonstrates the ability to organize schedules for individual students/small groups.
 - d. Demonstrates the ability to provide ongoing direct and/or consultative support and materials to the classroom teacher for problem solving related to student need.
 - e. Demonstrates an awareness of the Professional Development/Training for classroom teacher and E.A.s, and provides ongoing training.
 - f. Demonstrates the ability to use time effectively and efficiently.
8. Provide and/or coordinate direct service for students requiring additional practice:
- a. Demonstrates an effective system in maintaining information on student assessment, progress and other appropriate data.
 - b. Demonstrates the ability to prepare reports, funding applications and IEPs at a high consistent professional standard.
 - c. Demonstrates the ability to consistently convey assessment results in a clear, concise manner, in a written report that is well organized and contains appropriate details and pertinent examples.

- d. Demonstrates good knowledge of caseload.
- e. Demonstrates the ability to establish priorities and closes cases when appropriate after discussions with team members.

9. Participate/consult/collaborate as a member of the school team:

- a. Demonstrates the ability to cultivate an effective team concept at the school.
- b. Demonstrates the ability to be open to the opinions, attitudes and feelings of colleagues.
- c. Promotes and advocates a philosophy of inclusion within the school environment.
- d. Active participation in school community which **may** involve: committee work and duties as a member of the school community, assistance with organizing, ordering, management, storage of resource based materials, peer tutoring/peer mentoring support, applying for funds related to special projects/grants.

10. Participate/collaborate as a member of the divisional student services teacher:

- a. Regularly participate in divisional student services meetings or other divisional P.D. opportunities.
- b. Demonstrates the ability to communicate respectfully to staff, parents and students.

11. Support and facilitate the implementation of Divisional/Provincial Initiatives:

- a. Demonstrates knowledge of and the ability to follow the division student services policies and procedures.

12. Participate in/support the accessing of information by the school community:

- a. May include parent information evening, parent council workshops, parent support workshops, school open house.

POSITION DESCRIPTION (from Procedures Manual 1-L)

EDUCATIONAL ASSISTANT

POSITION DESCRIPTION:

The Educational Assistant is hired to support professional staff, such as teachers and clinicians, in providing appropriate educational programming for students. An educational assistant “must be supervised directly by the principal or a teacher designated by the principal.” EAA Regulation 23/2000.

QUALIFICATIONS:

1. Education:

The minimum educational qualifications required for an educational assistant position is high school graduation or a recognized equivalent.

Related course work such as Educational Assistant Diploma Course and/or Education Diploma or Degree.

2. Skills/Activities:

a. Required:

- i. Proficiency in writing and speaking the English language.
- ii. Ability to work effectively as a team member and exhibits a willingness to accept guidance and supervision from the professional staff.
- iii. Ability to work effectively with children and have basic understanding of their needs.

b. Preferred:

- i. Educational Assistants Diploma or equivalent.
- ii. Basic computer skills.

3. Experience:

Prior work-related experience is not a requirement for this position but is an asset.

POSITION RESPONSIBILITIES: (may include, but are not limited to the following):

1. Student Instruction: (under the direction of a teacher)

a) Educational Assistant:

- Provides assistance to individual students or small groups of students experiencing difficulty with regular classroom work
- Follow requirements of the student Individual Education Plan (IEP) and/or Behaviour Intervention Plan (BIP)
- Assists with/perform health care procedures
- Administer student medication as assigned
- Assist in keeping student records
- Follows program recommendations of occupational therapists, physiotherapists, clinicians or consultants
- Provides assistance with a variety of strategies to support selected students during test and exam writing

2. Assistance to teachers:

- Assist with preparation of classroom and educational materials
- Assist students in locating research and reference materials identified by the teacher.
- Provides assistance with marking objective tests and assignments
- Conduct observations and record keeping as identified by professional staff
- Communicate student progress to the appropriate professional
- May be required to perform routine clerical duties related to classroom/program activities
- Assist with the preparation for special occasions or events

3. Student Supervision:

- Provides supervisory presence in the classroom should a teacher be called out for a period of time
- Supervises individual students and small groups during class time in order that the teacher may be available to assist other students with school work
- Assists with supervision duties of special needs students in the school and on the playground
- Provide student supervision at work education site

4. General:

- Make positive contribution to all school initiatives

- Follow requirements of relevant legislation (FIPPA, PHIA) and Division procedures
5. Assistance for students with special needs:
- Active assistance with personal hygiene, toileting, dressing, undressing, feeding, lifting, transferring or moving students as required.
 - Implementation of alternative communication strategies for students.
6. Professional Responsibility:
- Will respect the confidentiality of information pertaining to students and staff
 - Will use the proper channels of communication according to school and division policy
 - May avail themselves of on-going training and educational opportunities as related to their position

7. Child Protection:

If an educational assistant in the course of their duties has reason to suggest that a child has suffered or is suffering from abuse, they are required, by law, to report this information to the school administration and appropriate agencies.

The Educational Assistant may not engage in any of the following duties or activities and must not be required to do by the employer:

- Interpret obtained observations or data into diagnostic statements or clinical management procedures
- Administer diagnostic tests and interpret the results
- Determine case selection (decisions regarding the initiation, duration or termination of services)
- Transmit clinical information (including data or impressions relative to client performance, behaviour or progress), either verbally or in writing, to anyone other than the resource teacher
- Compose clinical reports except for brief progress notes to be held by the resource teacher
- Refer a client to other professionals or other agencies
- Use any title, either verbally or in writing, other than that determined by the employer
- Report student-related information to parents, either verbally or in writing, as this is the responsibility of the teacher or the school administration.