

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

	400 – PERSONNEL & EMPLOYEE	CODE:	AP 476
SECTION:	RELATIONS		
PROCEDURE:	ROLE OF COORDINATOR OF STUDENT ACHIEVEMENT AND SUPPORTS		

BACKGROUND

The Coordinator of Student Achievement and Supports collaborates with the Superintendents of Education in order to ensure that Board policies and Division administrative procedures of the Division are effectively implemented.

The Coordinator of Student Achievement and Supports is responsible for the leadership, coordination, and general supervision of appropriate educational programs and services to support students with exceptional learning, emotional, and behavioural needs.

While the responsibilities listed below are largely related to the provision of the Student Services program, they are not restricted to that area.

JOB DESCRIPTION

1. Immediate Supervisor: Superintendent of Education
2. Minimum Qualifications
 - 2.1 Bachelor of Education Degree.
 - 2.2 Post-graduate classes in the area of special education or a related field.
 - 2.3 A minimum of five (5) successful years as a Learning Support Services teacher (SSST).
3. Knowledge, Skills and Abilities
 - 3.1 Team building and collaboration.
 - 3.2 Working with minimal supervision.
 - 3.3 Organizational skills.
 - 3.4 Interpersonal and communication skills.
 - 3.5 Initiative and adaptability.
 - 3.6 Prioritizing multiple demands.
 - 3.7 Trustworthy and respectful.
 - 3.8 Approachable and accessible.
 - 3.9 Flexible and collaborative.

4. Performance Responsibilities

- 4.1 Coordinates, supports, and provides general supervision of a team of professional staff who are responsible to provide services in the areas of Special Education, School Counseling, Speech-Language Pathology, Educational Psychology, Occupational Therapy and Physical Therapy.
- 4.2 Provides leadership and direction with regard to current and emerging initiatives from the Ministry of Education in the area of children's services.
- 4.3 Provides support to the Superintendent of Education in the preparation of an annual budget and the management of the financial resources allocated to the area of Student Services.
- 4.4 Annually gathers and submits data as required by the Ministry of Education.
- 4.5 Establishes a sustainable long-term plan for Division Student Services as it relates to the Division Strategic Plan.
- 4.6 Assumes responsibility and leadership in all matters related to providing for the educational needs of children and students with intensive needs, specifically:
 - 4.6.1 Recommends procedure development as appropriate.
 - 4.6.2 Ensures applicable provincial legislation and system procedures are implemented.
 - 4.6.3 Advocates for and provides leadership, direction and guidance for inclusive education practices in all schools.
 - 4.6.4 Provides for appropriate and adequate identification and assessment protocols.
 - 4.6.5 Assists the Superintendent of Education in the recruitment, deployment, and coordination of the support staff who are assigned to provide support services.
 - 4.6.6 Provides for the supervision and evaluation of Student Services paraprofessional staff in collaboration with school administrators and consulting teachers.
 - 4.6.7 Determines appropriate placements and program supports for students with diverse needs.
 - 4.6.8 Supports and monitors the development of Inclusion and Intervention Plans for those students receiving intensive supports.
 - 4.6.9 Consults and collaborates with student support services teachers, classroom teachers, parents, and other personnel or agencies to support student success in learning and school achievement.
 - 4.6.10 Represents the division, in coordination with the Superintendent of Education, at meetings and integrated services initiatives.
 - 4.6.11 Identifies division priorities and organizes professional learning opportunities for professional and paraprofessional staff who work with special needs students.
 - 4.6.12 Facilitates the development of alternative and modified programs of study.

- 4.6.13 Attends post-assessment meetings regarding students who have been assessed by the psychologist.
- 4.6.14 Attends continuous progress and transition meetings regarding specific students.
- 4.6.15 Assists with the transitioning of diverse students from one school to another and from school to adult life.
- 4.6.16 Reviews and assists with referrals from schools to the educational psychologist and speech and language pathologist.
- 4.6.17 Ensures applicable grant applications are completed as necessary.
- 4.6.18 Processes and approves requests for Assistive Technology, in consultation with the Superintendent of Education, in a manner consistent with the guidelines set by the Ministry of Education and the division.
- 4.6.19 Consults with the Transportation Supervisor and parents regarding the busing or alternate transportation needs of students with special needs.
- 4.6.20 On a regular basis, reviews and updates the Student Services Handbook.
- 4.7 Performs other duties consistent with the position as assigned by the Superintendent of Education.
- 5. Confidentiality: At no time should the Coordinator of Student Achievement and Supports discuss in public information pertaining to employees, students and the operation of the division. The coordinator is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and The Local Authority Freedom of Information and Protection of Privacy Act.

Reference: Sections 85, 87, 108, 109 Education Act

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