



## Section 5

### Student Services Personnel

- Position Descriptions

## **5.1 Superintendent of Student Services**

**POSITION TITLE:** Superintendent of Student Services

**IMMEDIATE SUPERVISOR:** Director of Education

## 5.2 Supervisor of Behavior Programs

**POSITION TITLE:** Supervisor of Behavior Programs

**IMMEDIATE SUPERVISOR:** Superintendent of Student Services

### **General Description:**

The Supervisor of Behavior Programs provides leadership for a range of initiatives related to programs and services for students who display serious misbehavior.

### **Required Education, Knowledge, Qualifications and Experience:**

- ◆ Bachelor of Education degree
- ◆ Successful classroom teaching experience
- ◆ Successful experience in working with students with serious behavior problems
- ◆ Specialized training related to dealing with students with serious behavior problems

### **Required Skills and Abilities:**

- ◆ Ability to work successfully as a team player
- ◆ Good written and oral communication skills
- ◆ Ability to work cooperatively with staff, administrators, parents and other agencies
- ◆ Excellent interpersonal skills
- ◆ Strong organization skills
- ◆ Ability to be flexible and adapt to change
- ◆ Ability to maintain strict confidentiality in Division operations

### **Supervision of Other Staff:**

- ◆ Will be responsible for supervising teaching staff in student behavior programs with respect to maintaining the goals and direction of the programs.
- ◆ The Supervisor may give direction to the staff associated with behavior programs. Subject to the Code of Ethics of the S.T.F., the Supervisor may report concerns regarding employee performance to the Principal, Superintendent of Student Services or Director; however, the formal evaluation, reporting and possible disciplinary actions will be the responsibility of the Principal or Director.

### **Duties and Responsibilities:**

1. In consultation with principals and teachers, identify those students currently in the Division whose behavior is so disruptive that the students and/or their classmates cannot function effectively without some form of extraordinary intervention or support.
2. In consultation with the Superintendent of Student Services, continue investigating and making plans for the establishment of the most suitable intervention program(s) and/or service(s) for severely behaviorally disabled students in the Division.
3. Develop and maintain positive working relationships with other community agencies which may also be involved in providing services to client students and their families.
4. Attend courses and workshops and engage in other professional development activities which will provide additional knowledge on intervention options and program alternatives for severely behaviorally disabled students.
5. Be a source of information, support and assistance to teachers, principals, parents and outside agencies regarding the serious misbehavior of students.

6. Identify and bring to the attention of the Superintendent of Student Services issues related to serious student misbehavior that may require procedure changes and/or administrative action.
7. Maintain collegial working relationships with staff and principals regarding those students about whom teachers have sought assistance from the Supervisor.
8. Conduct and/or facilitate inservice workshops for staff related to severe student behavior issues.
9. Reinforce with teachers and principals, the importance of a safe and positive learning environment in every classroom and school in the Division.
10. Update and distribute the Behavior Resource Binder in all K-9 schools.
11. Chair and collaborate with the Behavior Designates Group.
12. Chair or participate in committees pertaining to student behaviors.
13. Order, maintain and distribute resource materials related to behavior programs.
14. Develop and/or maintain a system of student records related to behavioral problems.
15. Liaise with Department of Education (Learning) officials regarding behavior programs.
16. Perform such other tasks related to behavior programs as may be assigned by the Superintendent of Student Services.

**Judgement, Independence and Client Contact:**

**Confidentiality:**

- ◆ The Supervisor will respect the confidentiality of information pertaining to students and their programs. Such information will be shared using appropriate professional discretion.

**Independence:**

- ◆ The Supervisor will demonstrate sound professional judgement in balancing personal initiative while working under the general supervision of the Superintendent of Student Services.

## 5.3 Education Support Teacher

**POSITION:** Education Support Teacher

**IMMEDIATE SUPERVISOR:** Principal

**Role:**

With general direction from, and under the immediate supervision of the Principal, the Education Support Teacher will consult and collaborate with classroom teachers regarding the provision of direct or indirect instructional support for students with exceptional learning needs. The classroom teacher shall remain responsible for the overall educational program of the student.

**Qualifications:**

The Education Support Teacher will hold a valid teaching certificate and will meet the requirements for "Resource Teacher, Learning Assistance Teacher and Special Class Teacher" as set by Saskatchewan Learning in the *Children's Services Policy Framework*.

**Duties:**

The Education Support Teacher shall:

- ◆ Provide support for classroom teachers in developing instructional and assessment plans for students who require curricular adaptations or modifications;
- ◆ Coordinate the development of an individual program plan for students, together with the classroom teacher, parents, and support personnel;
- ◆ Co-teach, model, or collaborate regarding instructional strategies and resources that may be recommended for use with students;
- ◆ Administer academic achievement tests to provide information for programming;
- ◆ Coordinate referrals to Division personnel and/or outside agencies when required and to support the implementation of recommendations provided;
- ◆ Provide direct instruction as needed to students with exceptional learning needs;
- ◆ Maintain appropriate records of students served;
- ◆ Work in cooperation with administration with the request for and allocation of special supports such as teacher assistant support, assistive technology, or special class placement;
- ◆ Work in cooperation with other school personnel to coordinate services intended to assist students who are at risk of leaving school prematurely;
- ◆ Coordinate pre-school services for students identified as having a severe disability;
- ◆ Coordinate successful transition from pre-school to school, between schools, and to community based services or post-secondary institutions.

## 5.4 Educational Assistant

**POSITION:** Educational Assistant

**IMMEDIATE SUPERVISOR:** Designated Teacher

### ***Assignment***

The Educational Assistant provides a variety of instructional and non-instructional services which augment the efforts of teachers, speech pathologists and administrators in accomplishing the goals of the school.

### ***Accountability***

Educational Assistants are accountable primarily to the teacher to whom she/he has been assigned by the Principal. As Educational Assistants will spend almost all of their time working with students, they will normally be accountable to the teacher of the students with whom they work.

Like all school-based personnel, the Educational Assistant is also accountable to the Principal.

Please refer to the Division's Organizational Chart (AP 420 Appendix A) for the depiction of line relationships.

### ***Duties and Responsibilities***

#### **1. Instructional Duties**

- 1.1 To follow a schedule of assignments as established by the Principal. Such assignments will identify the schedule for the Educational Assistant and will indicate the teacher to whom she/he will be accountable at particular times.
- 1.2 To work with individual students, small groups of students, or large groups of students to accomplish instructional objectives set by a teacher.
- 1.3 To consult on a regular basis with the teacher(s) in order to gain understanding regarding instructional objectives, materials, and methods to be used with students.
- 1.4 Using criteria determined by the teacher (checklists, marking schemes, etc.), check the performance or behavior levels of students.
- 1.5 To consult with the teacher(s) to provide feedback regarding the performance and behavior of students.
- 1.6 At the request of the teacher, to assist students in evaluation procedures.
- 1.7 At the request of the teacher, to participate in conferences with parents, caregivers, or others regarding the educational progress of students.
- 1.8 To provide spontaneous assistance of a general nature to students that is consistent with sound instructional practice and the normal expectations of the teacher in charge of the classroom.
- 1.9 Under the direction of the teacher, to assist students to interact in socially appropriate ways.
- 1.10 Under the general supervision of the teacher, to deliver and monitor speech therapy activities prescribed by the Speech Pathologist.
- 1.11 To develop and refine skills related to instruction.

#### **2. Non-Instructional Duties**

- 2.1 If assigned to attend to the needs of a disabled student, to take advantage of training opportunities provided by the Division to develop necessary skills to serve the student's special needs.

- 2.2 To perform communication and personal care tasks in keeping with the needs of students.
- 2.3 To assist teachers in the location, selection, or production of instructional materials.
- 2.4 To design or produce instructional displays in the classroom or school.
- 2.5 To provide general supervision of students' behavior so as to promote conduct consistent with the normal expectations of the teacher or Principal. In providing this general supervision, the Teacher Assistant will exercise the discretion normally expected of a responsible adult. Where appropriate, the Teacher Assistant will intervene to discourage inappropriate student behavior. When appropriate, the Teacher Assistant will refer serious behavior problems to the teacher or Principal for discipline or punishment.
- 2.6 To participate fully as a staff member in the life of the school. This includes, but is not limited to, attending meetings, as requested, and assisting with routine tasks associated with school functions and special events.
- 2.7 To maintain strict confidentiality regarding the personal and educational situations of students. Communication regarding students must be authorized by a teacher, Principal or other appropriate Division officials.
- 2.8 To represent the school and Division in a positive and constructive manner in the community.
- 2.9 To attend meetings as requested by the Principal, Assistant Director, or Director.
- 2.10 To develop and maintain anecdotal or other records of student behavior or performance, as requested by the teacher.
- 2.11 To supervise students' behavior before or after school, at recess or at the lunch period as assigned by the Principal.
- 2.12 To assist disabled students to enter and leave the school building, as assigned by the Principal.
- 2.13 To cooperate with parent volunteers as requested by the teacher.
- 2.14 To administer medication to students in keeping with Division procedures and as assigned by the Principal.
- 2.15 To perform general clean-up tasks in the classroom and assist in keeping the classroom tidy and safe.
- 2.16 To perform necessary clean-up tasks after children in the Teacher Assistant's assigned class have been ill or have had a toileting mishap.
- 2.17 To perform other duties that are consistent with the Assignment statement above, as requested by the teacher or Principal.

#### **5.4.1 Evaluation Procedures**

- Educational Assistant evaluation is the responsibility of school based administration
- Educational Assistants will be evaluated in their first and second years of employment and every 5 years following

#### **5.4.2 Hours**

- Educational Assistants are employed for 6.0 hours per day beginning on the first student day of the year and ending on the last student day of the year
- Educational Assistants are able to book up to 1.0 hours per week for meetings and consultation with supervising teacher

- Additional hours require approval from the Superintendent of Student Services.
- Educational Assistants will work student contact days plus 3 extra days to be used at the discretion of the Principal prior to the first student day in fall or after the last student day in June.

#### **5.4.3 Professional Development**

- Professional development will be at the discretion of the school based administrator and/or the Superintendent of Student Services.

## 5.5 Speech Language Pathologist

**POSITION:** Speech Language Pathologist

**IMMEDIATE SUPERVISOR:** Superintendent of Student Services

### 1. Administrative Duties:

- 1.1 The Speech Therapist shall faithfully, efficiently, loyally and conscientiously carry out his/her duties in accordance with Board policies and administrative procedures under the supervision of the Superintendent of Student Services and other supervisory personnel as may be designated from time to time.
- 1.2 The duties of the Speech Language Pathologist will emphasis services directly to children and shall include identification, diagnosis, remediation and related activities. These services will be restricted to students of the Division unless otherwise authorized by the Director.
- 1.3 The Speech Language Pathologist will keep documentation on all children screened or assessed for speech, language and hearing.
- 1.4 The Speech Language Pathologist will write full assessment, treatment summary and dismissal reports on all children seen for speech and language therapy.
- 1.5 The Speech Language Pathologist will submit budget figures as requested by the Director and/or Superintendent of Student Services.
- 1.6 The Speech Language Pathologist will attend any meetings as deemed necessary by the Director and/or Superintendent of Student Services.
- 1.7 The Speech Language Pathologist will assume responsibility for the ordering of any necessary books, subscriptions, materials and diagnostic tests.

### 2. Professional Duties:

- 2.1 To provide for hearing screening of all children entering school at kindergarten and grade one levels.
- 2.2 To provide for hearing screening of children referred with suspected hearing loss.
- 2.3 To submit appropriate recommendations based on results of the hearing screening.
- 2.4 To provide for assessment and diagnosis of all children referred to speech and language deficits or disorders.
- 2.5 Remediation of children with speech and language deficits or disorders.
- 2.6 To provide consulting services to teachers with regards to speech, language and hearing.

### 3. Professional Development:

- 3.1 To uphold professional standards, and further professional development and excellence, through membership with either of the following:
  - 3.1.1 Speech and Hearing Association of Alberta.
  - 3.1.2 Saskatchewan Speech and Hearing Association and membership with:
  - 3.1.3 Canadian Association of Speech Language Pathologists and Audiologists.
- 3.2 To partake in any meetings, workshops or conventions that provide further development for the professional.

#### 5.5.1 Speech Assistants

- Speech Assistants work under the direct supervision of the Speech Language Pathologists
- All other general Education Assistant guidelines apply

## 5.6 Counsellor

**POSITION:** School Counsellor

**IMMEDIATE SUPERVISOR:**

**In-School Counsellor:** Principal

**Itinerant Counsellor** (Elementary): Superintendent of Student Services

**Youth Services Worker** (Avery/LEAP): Principal

The School Counsellor shall support students in educational, personal, and social development to assist them to function successfully as students and citizens.

**Qualifications:** Bachelor Degree in Human Services field. Recommend coursework or experience in school counselling.

**Affiliation:** Affiliation with a recognized professional association is recommended. These may include but not be limited to Canadian Counselling Association, Saskatchewan School Counsellor Association, Alberta Guidance Counselling or College of Social Workers.

**Code of Ethics:** School Counsellors shall abide by the Saskatchewan Teacher's Federations' three codes of Professional Competence, Professional Ethics, and Collective Interests, and the Canadian Counselling Association Code of Ethics.

**Guidelines:** School Counsellors shall follow the guidelines of the Saskatchewan School Counsellor's Association as outlined in the *School Counsellor's Handbook*.

**Roles and Functions:**

1. *Individual Planning* – refers to assisting students with developing and managing their individual personal/social, educational and career goals and plans.
2. *Responsive Services* – provision of services which “respond” to students who are experiencing immediate on-going problems, concerns or crises which interfere with their learning.
3. *Referral Services* – refers to submitting a referral to a community agency or service or assisting the student or family to make a referral when the student requires a diagnosis or on-going therapy or treatment.
4. *System Support* – includes those activities necessary to support the guidance and counselling programs as a whole as well as services provided by school counsellors to support other educational programs of the school. This component also includes collaboration with community agencies and other support services, prevention programs, staff development, community relations and program evaluation.

**Duties:**

The School Counsellor shall:

1. Meet with and assess the type and degree of assistance required by individual students experiencing personal/social challenges that are adversely affecting school achievement. These students may be referred by self, staff, parent/guardian, or peers.
2. Provide individual counselling and family consultations for the purpose of having a positive impact on the students' school achievement;
  - This may involve but not be limited to, peer/social issues, attendance, academic concerns, career guidance, family issues or conflict resolution;
3. Conduct small group counselling sessions for students as required;
4. Act as liaison with Community Agencies who would be able to provide assistance/support to individual students or families;

5. Refer and assist students to contact community agencies and/or individuals when appropriate;
  - This may involve but not be limited to, family issues, financial need, grief and loss, trauma, crisis, threat, suicide, or for the purpose of obtaining a diagnosis;
6. Advocate, when appropriate, on behalf of students and families in their dealings with community agencies;
7. Act as a member of the Tragic Events Response Team (TERT);
  - With experience will act as co-lead of TERT team on a yearly rotational basis;
8. Consult with the administration and teaching staff (collectively and individually) on any matters related to the educational/personal/social wellbeing of students and make recommendations relative to improved programming;
9. Arrange for and/or provide workshops or training sessions in consultation with the Superintendent of Student Services and/or Principals, related to areas of the counsellor's expertise;
10. School based counsellors will act as full staff members with respect to staff meetings, extra-curricular and other staff duties;
11. Engage in professional learning to maintain level of experience and competency to respond to the identified needs within the Division;
12. Upon request, submit a report to the Principal or Superintendent of Student Services outlining current services being provided;
13. Perform other counseling-related duties as requested by the Principal or Superintendent of Student Services.

Elementary Counsellors:

- ◆ Require referral form and written parent consent for programming (see Parent Consent below);
- ◆ Consult with school administration to determine appropriate referrals;
- ◆ Take part in case conferences when requested;
- ◆ Maintain parent contact with students on caseload.

Middle and High School Counsellors:

- ◆ Maintain a "drop-in" caseload;
- ◆ Provide career and post-secondary guidance;
- ◆ Assist with transition to Grade 7 and Grade 10;
- ◆ Provide assistance with high school course selection;
- ◆ Take part in team meetings.

**Parent Consent:** Section 191 of *The Education Act, 1995* allows student counselling to occur without parental consent. However, parental consent of custodial parent(s) should be encouraged except in exceptional circumstances. If parents do not consent the fact should be documented in the student file but it should not prevent a student from receiving services required. See Saskatchewan School Boards Association, *Counselling Services Offered by Boards of Education*, October 2008.

**Records:**

- a. The school counsellor shall keep accurate and objective records in sufficient detail to track the sequence and nature of personal counselling sessions (with the exception of career/guidance);
- b. Records will contain only that information that is relevant and necessary to respond to the needs of the student with respect to school achievement (see #2 under *Duties*) or referrals to other agencies;
- c. Records shall be kept in a secure location under lock and key separate from student cumulative records;

- d. School counsellors must be aware of government legislation in relation to written or electronic records (ie: FOIP);
- e. Records must be stored until the year the child turns age 25 (see Saskatchewan Ministry of Education, *Records Retention and Disposal Guide for Saskatchewan School Divisions*, December 2007). Upon graduation student counsellor records can be stored together by year of birth, sealed and marked on the outside for year of disposal.

### **Confidentiality**

Confidentiality is crucial to establishing and maintaining a strong counsellor-student relationship. Therefore, the school counsellor shall attempt to obtain the consent of the student before divulging information received during counselling. Confidentiality is, nevertheless, not absolute. Some exceptions to maintaining confidentiality are child protection, potential harm, legal action, or for the purpose of consulting or collaborating with other professionals to more effectively help the student in his/her learning program.

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