

KEY CONTACTS/RELATIONSHIPS

1. **Internal:** Head of School, Classroom Support Service Divisional Coordinators, Director of Teaching and Learning, Site Vice-Principals, Teachers, Support Staff, Students
2. **External:** Parents, Special Education Support, SCSBC and similar organizations

KEY MANDATED RESPONSIBILITIES

Below are the primary responsibilities of the Director of Student Support Services. The tasks are not exhaustive but do represent the majority of tasks.

1. With Students

- a. Act as an advocate for the students, both individually and collectively, in school decision-making
- b. Familiarize self with individual student needs
- c. Observe students in their classroom and other instructional settings
- d. Prepare, in collaboration with the Classroom Support Teachers, the IEP's for funded students
- e. Conduct standardized and informal testing with students
- f. Ensure that necessary psycho-educational testing is obtained and current for special education funding grant purposes

2. With Classroom Support Teacher (s)

- a. Provide Oversight of Education Assistants - including the development of their schedules
- b. Provide ongoing support and resources for EA's
- c. Communicate with assistants on a regular and scheduled basis
- d. Observe assistants in teaching situations
- e. Conduct performance evaluations for EA's based on staff evaluation guidelines
- f. Arrange for professional development opportunities
- g. Provide information/clarification for EA's for employment and contract related issues

3. With Teaching Staff

- a. Consult regarding individual student needs
- b. Consult in preparation and ongoing review of the students' IEP's
 - i. IEP planning meetings (early in the school year)
 - ii. IEP update/progress meetings (mid-year)
 - iii. transition meetings (end of year; and/or end of August)
- c. Assist and support in providing opportunities and education for differentiation of instruction inside classrooms
- d. In collaboration with the Classroom Support Teachers, assist in developing and implementing behaviour support plans to be conveyed to the entire school staff in order to achieve consistency
- e. Provide ongoing support and resources to assist with meeting the needs of all learners
- f. As needed, provide input into classroom placement for students with diverse learning needs

4. With School Administration

- a. Inform administration of:
 - i. Student needs, and the programs and support services in place for students with diverse learning needs
 - ii. Staff, parent, or student concerns (when pertinent)
 - iii. EA scheduling and performance evaluations
- b. Prepare information for the annual budget that includes:
 - i. information regarding the total FTE of educational support staff required for the coming year
 - ii. provide a list of EA's with their contract status for the following year
 - iii. budget amounts for contracted services
 - iv. budget amounts for assessments, professional development, and resources needed to support student learning and programming
- c. Recommend staffing needs and levels to support student programs
- d. Participate in interviews for EA applicants
- e. Participate in weekly Senior Leadership Team Meetings

5. With Parents (in collaboration with Classroom Support Teachers)

- a. Consult parents in the production of the students' IEP's
 - i. IEP planning meetings (early in school year)
 - ii. IEP update/progress meetings (mid-year)
 - iii. transition meetings (end of year)
- b. Consult with parents about support services and programming
- c. Inform parents of psycho-educational testing requirements/timelines

6. Professional Development

In order to stay current of trends and issues in inclusive education in general, and in BC in particular, it is imperative that the Director of Student Support Services engage in regular and ongoing professional development (beyond the requirements of the teaching contract) through activities such as:

- a. Participation in SCSBC specialist program days
- b. Ongoing coursework in special education and behaviour workshops
- c. Professional reading

7. Administrative Tasks

- a. Keep informed of changes in ministry funding requirements
- b. Ensure required documentation is present in each student special education file for students to be reported on 1701
- c. Ensure students are reported to the Ministry of Education by the required deadline dates
- d. Complete applications for Special Education Technology BC (SET-BC), referrals to Provincial Resource Programs, or other outside agencies—for those students who require additional technology, or program support to enhance their learning and communication
- e. Arrange contracts for outside support services (i.e.: OT, PT, SLP, BC, etc.) in partnership with Classroom Support Teachers