

2.0. Human Resources

2.B. Position Descriptions

STUDENT SERVICES ADMINISTRATOR

Policy Reference: EL-1.2

SPECIFIC RESPONSIBILITIES:

Support the collaborative efforts of schools to provide appropriate programming for students with exceptional learning, social/emotional, behavioural, physical, and special health-care needs.

Ensure that the standards for student services are effectively setting direction and planning for the implementation of appropriate educational programming in all schools.

Support the philosophy of inclusive education throughout the division and assist school teams and divisional support staff in their efforts to ensure that inclusionary strategies meet students' needs.

Ensure the provision and coordination of clinical and consultative services for schools in psychology and speech and language therapy.

Liaise with and coordinate the involvement of community, regional and provincial agencies in the schools with respect to services and interventions required for students with special needs or for students who are at-risk.

Assist the Superintendent and Principals with the selection and supervision of staff, particularly in the area of student services.

Assist the Superintendent with the preparation of administration of the annual budget and categorical grants, particularly in the area of student services.

Provide leadership in the evaluation of existing programs, and the utilization of staff and resources as they relate to special needs; and make recommendations for any revisions and alterations as needed.

Coordinate the initiatives identified through the Aboriginal Academic Achievement Grant in support of the aboriginal learners within the Division.

Organize and coordinate the audiological and vision screening and follow-up programs for the Division.

Provide leadership and direction in identifying and planning for pre-school children with special educational needs. Provide leadership and assistance in the planning of professional development programs for the Division.