

EDUCATIONAL SUPPORT SERVICES COORDINATOR

Job Title: Educational Support Services Coordinator

Date Established: December 2, 2019; *Revised: November 20, 2019*

Department: K-12

Success Responsibility: ESS Director

Relationship to Mission:

In a world where more and more young people have diagnosed learning difficulties, and educational philosophies encourage inclusion, the Educational Support Services Coordinator (ESSC) serves a vital role in designing educational programs. The ESSC promotes awareness of special needs within the school and collaborates with the educational support team (parents, teachers, support staff, and outside professionals) to support children with a wide variety of needs. He/she will work closely with the educational support team (EST) to ascertain student needs and then avail him/herself of resources that enable the team to provide an educational program that helps the child to grow and flourish. He/She works together with the EST to form our students into a “peculiar people – a people who desire the kingdom of God and thus undertake their vocations as an expression of that desire” (Smith, 2009).

Duties, Responsibilities, and Authority*:

The ESSC is responsible for collaborating with the EST to create individualized goals for students with special needs; these goals are documented in an Individual Education Plan (IEP) which forms the basis of the student’s educational program for each year. The ESSC is responsible for arranging, attending and leading meetings with the EST to facilitate discussions that will refine the program of study and the IEP. The ESSC is responsible for scheduling, supervising, and performing annual reviews of all Educational Assistants (EAs) in his/her area of responsibility.

The ESSC must coordinate with classroom teachers, Learning Assistance (LA) staff, EAs and outside professionals to create and revise programs for all students receiving support. This includes students with a special needs designation and other students with academic or behavioural support needs. The ESSC must also ensure students and families are equipped to transition to the next grade level through introducing them to strategies, including technological supports, which will enable them to be increasingly independent and successful. The ESSC coordinates and ensures parental consent around testing and work with outside professionals, including: counsellors, speech and language pathologists, psychologist, occupational therapists, etc.

In conjunction with the ESS Director (ESSD) and Principal, he/she will hire quality staff and then match their skills and personalities with students and teachers in order to implement student’s IEPs and to support other students with a variety of needs (learning, emotional, behavioural, physical, social, etc.) The ESSC engages EAs under their supervision in a collaborative, annual review with the ESS Director and Principal, and sets objectives for the following school year each May or June. The ESSC works under the direction of the ESS Director and Principal to plan and stay within budgets for the ESS program. This includes acquiring and maintaining all necessary documentation that supports students’ diagnosis and needs, and maintaining documentation that justifies Ministry funding of identified students.

The ESSC will engage in a collaborative, annual review with the ESS Director and Principal, and set objectives for the following school year each May or June.

Skills and Abilities Required:

The ESSC needs to have profound understanding of the complex needs of students with special needs. Training in Special Education assessment and program design is a requirement for the position. He/she also requires excellent organizational, administrative, and communication skills. He/she must be a competent user of technology who is required to create communicative materials (using computers, printers, word processing software), access student schedules and Ministry records (PowerSchool student information system, BC Ministry of Education's secure web).

Time Required:

The ESSC is given significant flexibility in his/her role with respect to time; however, it is expected that he/she complete the majority of his/her duties at the school, in person, between 8am and 3:30pm on workdays – beginning the last week of August through to the end of June. Specifically, the ESSC is required to:

- provide approximately 1 hour/week of supervision, and make themselves available, by appointment, outside class time
- attend monthly staff meetings (3:30-5pm) and bi-monthly all staff meetings (3:30-5pm)
- participate in staff devotions (Mon, 8am), and facilitate professional development on Wednesdays (1:45-3:30pm)
- attend annual school-based and organized (CEBC conferences, etc.) professional development workshops and conferences
- contribute to extracurricular or professional aspects of the school according to needs, giftings, and life circumstances

Training Required and Provided:

A degree in Special Education is recommended, with ongoing professional development in special education being vital to maintaining a vibrant program. Expenses are covered for attending the CEBC and Northern Christian Teachers conferences in the Fall and Spring, in years when teaching and support staff are required to attend. All staff members are expected to participate in ongoing, professional development work. Partial or full compensation is made available through a professional development application submitted to and evaluated by the administration team.

Job Location:

The ESSC maintains office spaces on the school campus.

Richardson, W. (2013). Students First, Not Stuff. *Educational Leadership*, 70(6), 10-14.

Smith, J. K. (2009). *Desiring the Kingdom: Worship, Worldview and Cultural Formation*. Grand Rapids, MI: Baker Publishing Group.