

RESPONSIBILITIES AND GUIDELINES FOR STUDENT SERVICES TEACHERS

The student services teacher coordinates support services within his/her schools; i.e., Manitoba Education consultants, divisional clinicians, outside agencies, vision screening, and hearing screening.

The student services resource teacher is responsible for:

- Vision screening reporting, hearing screening reporting;
- Acting as case manager of SSPs/IEPs, and individual transportation plans which may include the preparation of the SSP/IEP document, and individual transportation plan document in collaboration with the school team.
- Assist the Student Services Counsellor with the development of the Behaviour Intervention Plan.
- Facilitations student transitions, facilitating course changes;
- Preparing Low Incidence level 2 and 3 funding applications;
- Attending divisional/regional student services meetings;
- Preparing URIS applications and monitoring of health care plans.
- Preparing PROMISE Years referral forms for OT and PT services.

The student services resource/or guidance teacher maintains appropriate communication with all team members. This includes principal, classroom teacher, parent, student, educational assistants, other support personnel, clinicians and the Assistant Superintendent of Student Services.

GUIDELINES

1. To be familiar with the policy, procedures, and services with the Student Services Program;
2. To provide staff with assistance in identifying exceptional needs of students;
3. To provide educational assessment through formal and informal procedures to facilitate the identification process;
4. To discuss and share information regarding students with exceptional needs with clinicians, professionals from outside agencies, parent/guardians and other relevant school staff;
5. To assist teachers to establish student specific outcomes in a student's Individual Education Plan/Support for Success Plan;
6. To assist teachers with and/or arrange for services in prescriptive program medication and to present ideas, strategies and materials for classroom use;
7. To co-ordinate additional resources necessary to complete the identification process and to initiate the programming process by:
 - Keeping records
 - Communicating with support personnel;

- Assisting with planning, developing, monitoring and evaluation programs;
8. To assist classroom teachers with the co-ordination of team meetings and to be in attendance;
 9. To case manage and ensure a recording and distribution process for the minutes of team meetings.