



Learning Coordinator

Administrative Procedure 2.B.166

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Provincial Reference: Standards for Appropriate Educational Programming in Manitoba, 2022; Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools, 2014

Date Adopted: September 2021; Date Amended August 2022

PHILOSOPHY

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of the employees of the division are to honour these values in the daily interactions with staff, students and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of these positions of trust in our public school system.

GENERAL RESPONSIBILITIES:

Under the direction of the Superintendent, the Learning Coordinator will provide leadership and coordination to both Student Services and Curriculum departments.

The primary responsibility of the Learning Coordinator is to work collaboratively with principals and division support staff to coordinate services and supports for students at all tiers of intervention in the Response to Intervention service delivery model.

The Learning Coordinator provides direction and support to the clinicians (Speech and Language Pathology, School Psychologist, Occupational and Physical Therapy) and consultants (Literacy and Numeracy Consultant and Indigenous Education Consultant).

Specific Responsibilities and Duties:

1. Student Services

- a) Coordinates all aspects of Student Services programming in the division.
- b) Provides leadership and recommendations to school student services teams for improvement; establishes new programs based on evidence-

2.B.Positions

- based practices; develops and implements policies, administrative procedures, and programs essential to Student Services.
- c) Keeps informed of the legal requirements respecting Student Services and other areas of responsibility.
 - d) Advises on the transportation needs of students with special needs.
 - e) Coordinates and participates in Educational Assistant Staff Development.
 - f) Develops and implements a Clinical Services model and leads the Clinician team.
 - g) Coordinates student Health Care, Unified Referral and Intake System.
 - h) Serves as point person for the Divisional Risk and Threat Assessment.

2. Curriculum

- a) Provides leadership and recommendations to school teams related to numeracy and literacy programming.
- b) Supports school team initiatives in numeracy and literacy by coordinating Professional Development, Action Research and Collaborative Teams; supports Intervention Teachers in using evidence-based practices to guide their work.
- c) Collects and compiles the necessary data and information required by the division and the province regarding Student Services, Numeracy, and Literacy initiatives.

3. System leadership

- a) Assists with the educational planning and program evaluation guided by the division's vision and mission statements.
- b) Serves as the divisional liaison with local, provincial and federal agencies involved with students with special needs
- c) Promotes and develops a culture of inclusion and appropriate educational programming within the division.
- d) Assists Principals and division staff in interpreting Board policy and division administrative procedures related to Student Services.
- e) Makes recommendations regarding Division administrative procedures and implements practices and programs consistent with inclusion and appropriate educational programming and other procedures related to Student Services.
- f) Attends and reports to Evergreen School Board meetings as required.
- g) Attends and reports to Leadership Team meetings and other Evergreen Committee meetings as required and assigned.
- h) Develops and implements divisional transition programs.
- i) Provides day to day support and guidance to Clinicians and consultants.
- j) Identifies Professional Development needs for school personnel in areas of Student Services, Numeracy and Literacy instruction and assessment and coordinates, designs, and/or delivers opportunities for staff professional learning.

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- k) Keeps informed of current educational research and practice related to Student Services, Numeracy, and Literacy
- l) Makes recommendations to the Superintendents Department as necessary pertaining to matters related to Student Services, numeracy and literacy initiatives.
- m) Demonstrates personal professional growth and development in all areas within the scope of this position.

4. Management / Administration

- a) Administers the annual budget allocations for Student Services.
- b) Determines support staff allocations at each school to support school student services programming.
- c) Advises on facility needs of students with special needs.
- d) Provides guidance in the recruitment and hiring of Student Services personnel (i.e. Educational Assistants, Resource Teachers and Guidance Counselors)
- e) Ensures adherence to relevant divisional administrative procedures and practices for Student Services.
- f) Attends regional and provincial meetings and required.
- g) Develops presentations and reports related to the scope of the position.
- h) Performs any other related duties as may be assigned by the Superintendent's Department.

EMPLOYMENT REQUIREMENTS

1. Manitoba Teaching Certification or eligibility for certification from the Province of Manitoba;
2. Minimum of 5 years of exemplary teaching experience (preferably at a variety of levels);
3. Special Education Certificate;
4. Special Education Coordinator Certificate (or eligibility);
5. Master's degree in Education (or equivalent);
6. Minimum 3 years' experience as a Resource Teacher.

Skills/Qualifications

1. Extensive knowledge and experience in Student Services (pre-K to Gr. 12);
2. Extensive knowledge and experience with K-12 math curriculum;
3. Extensive knowledge and experience with implementation of structured literacy and related initiatives;
4. Extensive knowledge and experience in Response to Intervention and Universal Design for Learning service delivery models;
5. Experience and ability to mentor teachers and deliver workshops;

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6. Skills in data analysis and interpretation;
Ability to collect, organize, and interpret data on the progress of children progressing through intervention;
7. Experience in working with boards, committees, government departments and agencies.

Personal skills essential to the position:

1. Commitment to achievement for all students;
2. Commitment to partnerships with students, parents and communities;
3. ;
4. Demonstrated analytical and problem-solving skills;
5. Strong time-management and organizational skills;
6. Demonstrated interpersonal and collaborative skills
7. Excellent communication (written and oral) and public relation skills;
8. Demonstrated fiscal management, analytical and problem-solving skills;
9. Ability to work independently, exercising sound judgement and resourcefulness;
10. Exceptional ability to form positive relationships with staff.
11. Dedication to ongoing professional learning