



Student Support Worker

Administrative Procedure 2.B.297

Board Governance Policy Cross Reference: 1, 2, 3, 4, 10, 11, 14

Legal Reference:

Date Adopted: June, 2017

Date Amended:

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 honor these values in the daily interactions with staff, students and the public and to assist in the ongoing improvement of a quality education system. Confidentiality is an expectation of these positions of trust in our public school system.

General position description

Under the direction and supervision of the Student Services Coordinator, the Student Support Worker is responsible for providing guidance and support to all referred students and families in the areas of social and emotional development and functioning, stay in school initiatives and positive behavior support (including threat assessments).

Responsibilities and Duties

A. Provides guidance and support to all referred students and families

- Works in a consultative/collaborative service delivery model with school teams of parents, school staff, administrators, and other professionals.
- Consults and recommends to schools universal (school and classroom) interventions for mental health education and prevention strategies.
- Conducts individual student assessments if determined appropriate in consultation with the Student Services Coordinator and as requested by school staff, administration, and parents.
- Makes recommendations to staff, administration and parents or guardians regarding an individual program and/or behavioural strategies.
- Facilitates shared multi system case management of human resources available to children/adolescents with severe to profound emotional/behavioral disorders and chair the F.Y.R.S.T. selection committee.
- Provides direct clinical services in the form of student and/or family_counselling as required to further school supports already in place.

- Liaises with and refers to social services agencies outside the school system, as deemed appropriate, to ensure early intervention into family situations detrimental to a child's school performance or behaviour.
- Disseminates professional information to school personnel, parents, public, and other community agencies.
- Provides crisis intervention services during times of community or school trauma as part of the School Crisis Teams, including threat/risk assessments and the development of individual Safety Plans.

B. Stay in school initiatives

- Develops processes to assist in the identification of students who are at risk for leaving school and connect with those students who have left school before age 18 to encourage their return.
- Makes recommendations for attendance interventions following school staff visits to student homes
- Collects and reviews school data on attendance, course completion and graduation and provide recommendations to schools
- Reviews available programs and school strategies to respond to student disengagement
- Works collaboratively with school and Division personnel to ensure community supports are leveraged to remove obstacles that would otherwise interfere with staying in/returning to school

C. Positive Behavior Support

- Provides recommendations to student services teams/ teachers regarding strategies for positive behaviour support
- Attends team meetings as required at the recommendation of the SSC
- Facilitates Functional Behavior Analysis (FBA) planning
- Supports in the writing and updating of Behavior Intervention Plans (BIPs) and helps school teams to review these plans.
- Responds to crisis intervention and participates in threat assessments as required
- Assists with early case findings and identification of children/adolescents at risk for emotional/behavioural difficulties and/or meeting the eligibility requirements for Manitoba Education's level III funding (EBD), and facilitates the wraparound process for these students.

- Provides comprehensive assessments of referred children/adolescents identified as having some form of emotional/behavioral disorder that is impeding current academic functioning.
- Helps school teams to formulate and develop plans for addressing needs identified in functional behavior assessments. .

D. Professional Development

- Develops a comprehensive knowledge base of best practices in social work and education.
- Maintains an understanding of the basic principles related to assessment, treatment and rehabilitation of behaviorally/emotionally disturbed children/adolescents and their families through ongoing training and consultation with professionals.
- Develops and maintains a working knowledge of current legislation, the Public Schools Act, EBD Protocols, Mental Health Act, Child Welfare Act, Young Offenders Act and other relevant legislation applicable to children/adolescents within the school system.
- Maintains an Instructional Improvement Plan as per divisional policy
- Participates in workshops and seminars to increase own knowledge
- Collaborates with other staff to meet professional learning goals
- Consults and works cooperatively with staff, parents, and other clinicians as necessary.

E. Administration

- Maintains updated written documentation on referred students.
- Completes other reports, records, summaries and forms of an administrative or clinical nature as required. Provides documentation to schools as required to facilitate their application process for students with emotional/behavioral difficulties.
- Attends conferences, meetings, etc. as deemed necessary.
- Researches and responds to new initiatives as requested by the Student Services Coordinator and Evergreen School Division.

F. Leadership

- Disseminates professional information to staff, parents and other community agencies.
- Designs, implements and conducts school programs, professional development, and workshops to staff
- - Promotes mental well-being, and well becoming at the divisional level
- - Provides schools teams with interventions for mental health education and prevention strategies.

Skills and Qualifications

- Excellent interpersonal and communication skills
- Knowledge of student programs and school systems
- Willingness and ability to deliver workshops
- Data analysis and interpretation

Employment Requirements

- Resource teacher, Guidance Counsellor or Social Worker certification and experience
- Drivers license and access to a vehicle
- Child Abuse Registry Check and Criminal Record Check