

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

	400 – PERSONNEL & EMPLOYEE	CODE:	AP 423
SECTION:	RELATIONS		
PROCEDURE:	ROLE OF STUDENT SUPPORT SERVICES TEACHER		

BACKGROUND

Student Support Services teachers are specially trained professionals who provide specifically designed instruction and services to children with exceptional learning, emotional, and behavioral needs. They provide assistance to the classroom teacher in the adaptation and development of materials to match the learning needs of each student and use a variety of teaching strategies to ensure that students who require intensive supports reach their learning potential.

Student Support Services teachers collaborate with the classroom teacher regarding instructional strategies and resources to ensure that the learning needs of all students are met within an inclusive classroom environment.

JOB DESCRIPTION

1. Immediate Supervisor: Principal
2. Minimum Qualifications
 - 2.1 Bachelor of Education Degree.
 - 2.2 Must meet or commit to meeting special education qualifications as set out by the Ministry of Education.
 - 2.3 Preference will be given to teachers with at least one (1) year of teaching in a regular classroom.
 - 2.4 Ability to collaborate and work in a team setting.
3. Knowledge, Skills and Abilities
 - 3.1 Knowledge in implementation of Inclusion and Intervention Plan (IIP) process and special education law.
 - 3.2 Training in school-based assessment and interpretation of information.
 - 3.3 Excellent oral and written communication skills.
 - 3.4 Skills in human relations, leadership, and conflict management. Knowledgeable of teaching techniques that meet the diverse needs of students.
 - 3.5 Demonstrated skills in computer word processing, spreadsheets, and databases.

4. Reports to: Principal and Coordinator of Student Achievement and Supports

5. Performance Responsibilities

- 5.1 Participates in identification, assessment, and IIP development and implementation for students who require intensive supports as identified by Division administrative procedures.
- 5.2 Facilitates the development of a team to support students that includes the student, family, school team, division, and inter-agency personnel (where appropriate).
- 5.3 Facilitates school-based team meetings with the family, school, division, and interagency personnel to ensure learning needs of students are met. Records minutes of team meetings and circulates a copy to all team members.
- 5.4 Plans in conjunction with the principal, parent/guardian, classroom teachers, and support personnel, the most appropriate educational placement and programming for the student.
- 5.5 Assists with the transition of students with diverse needs from one grade to the next.
- 5.6 Provides referral liaison and/or assistance for students in need of medical intervention or assessment by other professionals.
- 5.7 Supports the principal in the assignment of educational assistants within the school.
- 5.8 Works with the classroom teacher to coach and monitor educational assistants.
- 5.9 Assesses students referred by the classroom teacher utilizing both formal and informal assessment instruments providing data to support educational programming.
- 5.10 Coordinates, and when appropriate provides, standardized assessments as indicated by a student's intensive support plan. Utilization of formal standardized achievement assessments shall be done following consultation with the Coordinator of Student Achievement & Supports.
- 5.11 Assists with data interpretation and follow-up instruction planning in response to the administration of standardized testing in his/her school including classroom-wide reading, writing, and math progress assessments.
- 5.12 Coordinates a workspace for division and inter-agency consultants, as requested.
- 5.13 Assists classroom teachers in developing appropriate classroom programming for students who require intensive supports.
- 5.14 In conjunction with the principal and classroom teacher, determines the most appropriate responsive instructional programming for students. Instruction/intervention shall always be provided in the least restrictive environment possible, occurring on a continuum of classroom-based (Tier 1), small group (Tier 2), or individualized intervention (Tier 3). When a student receives individualized intervention (Tier 3) this shall be done in consultation with the Coordinator of Student Achievement & Supports.
- 5.15 Supports classroom teachers in differentiating instruction.
- 5.16 Supports classroom teachers with the integration of assistive technology resources in the classroom.

- 5.17 Schedules IIP Reviews with the student, family, school team, division team, and inter-agency supports as appropriate.
- 5.18 Maintains student records regarding special education process in compliance with division and provincial requirements. Maintains necessary documentation for student support services student files and student cumulative folder. (Ensures a copy of the most recent IIP, achievement and ability test results, and necessary reports are included.)
- 5.19 Serves as an advocate for all students requiring intensive supports.
- 5.20 Facilitates the involvement of community support agencies whose services can help to meet the needs of students who require intensive supports.
- 5.21 Respects and shows sensitivity to individual needs and concerns.
- 5.22 Communicates and collaborates with the Coordinator of Student Achievement and Supports.
- 5.23 Evaluates, on an on-going basis, the delivery of student support services in his/her school according to the Saskatchewan Ministry of Learning Service Delivery Model and recommends needed changes to the principal and coordinator.
- 5.24 Attends division Student Support Services Teacher meetings and appropriate professional conferences which provide opportunities for his/her professional growth.
- 5.25 Complies with policies, operating procedures, requirements, and special education regulations.
- 5.26 Performs other duties as assigned by the principal.

6. Confidentiality

- 6.1 At no time should a teacher discuss in public information pertaining to employees, students or the operation of the school division. The teacher is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and The Local Authority Freedom of Information and Protection of Privacy Act.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act

Date Issued: November 21, 2007

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