

<p>Personnel and Employee Relations 7008</p> <hr/> <p>Staffing Instructional Assistants for Students with Intensive Needs</p>	Administrative Application	
	Last Reviewed /Approved on:	January 15, 2020
	References:	Policy 12 – Role of the Director
	Status:	Operational

Preamble

The Regina Catholic School Division (RCSD) provides instructional support staff for students with intensive needs and those students who may require additional short-term supports. Staffing for appropriate support personnel requires regular monitoring and adjustments based on student needs.

Application

1. Staffing Responsibilities

- a. The Student Services Coordinator, in consultation with school-based administrators, other division personnel and parent(s) or guardian(s), ensures regular monitoring and adjustment of instructional assistant support for students with intensive needs and those requiring additional short-term supports.
- b. By May 1 of each school year, the Student Services Coordinator shall present information about student needs within the school division to the Human Resource Services Supervisor. In consultation with the Student Services Coordinator, school administrators, and, where necessary, the superintendents responsible for Human Resources and Student Services, the Human Resource Services Supervisor will coordinate the placement of instructional assistant supports within the division.

2. Allocation of Instructional Assistants

Principals shall consider the following guidelines:

- a. Instructional assistants work with multiple students in a classroom, to encourage inclusion and the growth of social skills and independence in students with intensive needs.
- b. Instructional assistant allocation is subject to ongoing review. As students move into or out of schools, allocation of instructional assistant time and location may change.
- c. For the reason that instructional assistants have different salary classifications, administrators must consult with the Human Resource Services Supervisor if they wish to consider a change in assignment.
- d. Instructional assistants do not have any responsibility for program planning, teaching, assessment and evaluation related to students with intensive needs. Refer to job descriptions for primary duties and responsibilities.

- e. The special classroom teacher is responsible for all program planning, teaching, assessment and evaluation related to students with intensive needs in special programs (e.g. EFAP, FIP). The Learning Resource Teacher in consultation and collaboration with mainstream teachers have a shared responsibility in program planning, teaching, assessment and evaluation (e.g. IIP) related to intensive needs students in mainstream classrooms.

3. Additional Students with Intensive Needs Enrolled During the School Year

When a new student with intensive needs joins a school community:

- a. The school-based principal is responsible for contacting the Student Services Coordinator.
- b. The school-based administration and appropriate school-based staff will meet with the Student Services Coordinator to discuss supports. As with the placement of all instructional assistants, where necessary, the superintendents responsible for Human Resources and Student Services may be included in the discussion.
- c. The Human Resource Services Manager will coordinate the placement of instructional assistant supports within the division.