



Regina Roman Catholic Separate School Division # 81

Personnel and Employee Relations 7008 Staffing Instructional Assistants for Pupils with Intensive Needs	Administrative Application	
	Effective:	January 27, 2015
	References:	Creating Opportunities for Intellectual or Multiple Disabilities, 2001 ER-2 Treatment of Staff and Volunteers
	Status:	Operational

Application

1. Staffing Responsibilities

- a. By May 1st the Student Services Coordinator shall meet with the applicable school-based staff to discuss pupil needs and allocation of instructional assistants.
- b. After this review, the Student Services Coordinator in consultation with the Human Resource Services Manager shall allocate the number of instructional assistants assigned to the school.
- c. The Human Resource Services Manager will coordinate the placement of instructional assistants.

2. Allocation of Instructional Assistants

These guidelines are developed for use when allocating instructional assistants within a school. Principals shall consider the following guidelines in the organization of instructional assistants to the school.

- a. Instructional assistants may be allocated to schools that have pupils with intensive needs.
- b. Instructional assistants work with more than one pupil in order to encourage pupils to grow in independence through their school years.
- c. Instructional assistants are assigned to schools and not to a pupil, although the pupil(s) is/are clearly the focus of support.
- d. Instructional assistant allocation is subject to ongoing review by the Student Services Coordinator and as necessary, the Education Services Superintendent.
- e. The Student Services Coordinator and Human Resource Services Manager shall review instructional assistant allocation or implement a change in pupil support requirements when identified intensive needs pupils leave the school.
- f. There are different salary classifications for instructional assistant positions. Changes of assignment within the school that affect salary classifications shall not be done unless the Human Resource Services Manager grants approval. Please consult with the Student Services Coordinator when considering school level changes of assignment.



- g. The classroom teacher and the learning resource teacher have a shared responsibility for program planning, teaching, and evaluation related to intensive needs pupils.
 - h. Instructional assistants do not have the primary responsibility for program planning, teaching, and evaluation related to students with intensive needs. Refer to *Paraprofessional Guidelines for Instructional Assistants* for role descriptions.
 - i. Transfer of instructional assistants may occur because of their request, because of the division's needs, or as a result in a change in needs of intensive needs pupils.
 - j. Positions are dependent upon continued enrolment of intensive needs pupils. Mid-year transfers can and do occur during the school year.
3. **Additional Pupils With Intensive Needs Enrolled During the School Year**
When additional pupils with intensive needs enter the school during the school year, the following steps shall be followed:
- a. The school-based leadership team reviews how existing resources can be re-structured or re-prioritized to meet new pupil needs.
 - b. The school-based leadership team discusses their support needs with the Student Services Coordinator if a satisfactory solution cannot be found. Ideas are to be shared and possible solutions implemented.
 - c. The school-based leadership team and Student Services Coordinator refer the matter to the designated superintendent for advice.
 - d. The Superintendent in consultation with the Human Resource Services Superintendent will make a decision with respect to allocation of additional support.