



Regina Roman Catholic Separate School Division # 81

Personnel and Employee Relations 7009 Education Support Professional Instructional Assistant (IA1)	Administrative Application	
	Effective:	January 27, 2015
	References:	The Education Act, 1995, Sec. 175 ER-10 Hiring and Promotions Regina Catholic School Division Paraprofessional Guidelines
	Status:	Operational

Preamble

Additional support staff may be requested. The IA1 support may be requested to support a classroom. At times teachers may require additional support when enrolments exceed a manageable number and/or there are circumstances that warrant additional help related to students' needs.

Application

1. Staffing Responsibilities

- a. When an IA1 is requested - Human Resource Services will determine availability in the staffing allotment.
- b. The IA1 request will be considered at Academic Council (Support Staff Requisition)

2. Allocations of IA1's

These guidelines are developed for use when allocating educational support professionals within schools. Principals shall consider the following guidelines in the organization of educational support professionals within the school.

- a. IA1's may be allocated based on specific program/pupil needs and focused on student outcomes. (see #4 – Role of the teacher/instructional assistant)
- b. All PreK programs have IA1 support.
- c. Kindergarten classroom with an enrolment of 21 – 26 students will receive IA1 support until the EYE results are reviewed. If the results warrant the continuation of the placement then it will remain.

3. Process

Process for utilizing IA1 support to support the classroom teacher and/or a pupil or group of pupil(s):

- a. A needs assessment must be completed with the school team including a school based administrator (this includes the purpose of the staffing role in this particular assignment).
- b. The role of the IA1 in this position must be detailed (this would include day plan).
- c. If the reason is to support pupil / pupils with behavioral challenges, a behavior plan must be developed, implemented and monitored by the school team with the school counselor.
- d. An exit plan for the staffing must be established, if possible (except for PreK programs).



4. Role of the Teacher/Instructional Assistant:

Teacher/Instructional Assistant Roles and Responsibilities		
	Teacher	Instructional Assistant
Key Roles	Responsible for planning for all students and for providing direction/guidance to the instructional assistant as to specific duties to support students.	To support implementation of programs.
Instructional	<ol style="list-style-type: none"> 1. Design and deliver a well-planned, coordinated program for each child. 2. Assess, set and implement goals, plan instructional strategies, and materials. 3. Provide the goals, teaching strategies, and evaluation criteria to the instructional assistant who is responsible. 4. Provide the instructional assistant with the materials and the manner in which the student is to be directed. 5. Evaluate student's progress. 6. Train the instructional assistant to observe target behaviours. 7. Train the instructional assistant to implement behaviour management techniques. 8. Provide the instructional assistant with goals and expectations for learning and behaviour. 9. Provide the instructional assistant with the necessary information regarding personal care needs. Give appropriate notice to the instructional assistant regarding any change in the daily routine, which may interfere with the schedule of personal care for the student. 	<ol style="list-style-type: none"> 1. May provide input during planning phase as a member of the inclusion team. 2. Assist with the preparation of instructional materials. 3. Under the direction of the teacher, provide direct instruction to: <ul style="list-style-type: none"> • individual students • small groups • large group while the teacher works with individual students. 4. Provide reinforcement or drill following a lesson or assist with follow-up assignments. 5. Provide the teacher with feedback regarding student performance. 6. Assist the teacher in observing, recording and charting learning and behaviour. 7. Monitor behaviour management and maintenance following goals and techniques provided by the teacher. 8. Supervise in community settings. 9. Tend to the personal needs of the students when necessary.
Management	<ol style="list-style-type: none"> 1. Communicate with parents. Check with the instructional assistant to gain any information which may need to be shared with parents. 2. Establish and clearly communicate to the instructional assistant a job description, student characteristics and goals, discipline procedures and class rules. 3. Manage and supervise work of the instructional assistant. 4. Communicate with the instructional assistant regarding the instructional assistant's performance by providing positive and specific feedback. 	<ol style="list-style-type: none"> 1. Provide the teacher with feedback regarding student performances, and personal information which may need to be passed on to parents. 2. Communicate with the teacher to clarify duties, to understand student needs, and to support the teacher with regard to discipline and class rules. 3. Follow teacher direction and expectations. 4. Invite feedback from the teacher about performance. Offer suggestions to make the job run smoothly.



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Non-Instructional	<ol style="list-style-type: none">1. Include the instructional assistant as a team member by seeking the instructional assistant opinions as he/she works closely with the students.2. Provide training for the instructional assistant in such areas as expectations, teaching strategies, observing and recording behaviour, and the manner in which students are to be assisted.3. Conduct yourself professionally.4. Respect confidentiality.5. Be a model for the instructional assistant and students.6. If working with students is not required all the time, the instructional assistant may assist by preparing adaptations to learning materials or reasigned.	<ol style="list-style-type: none">1. Participate as a team member by providing suggestions and feedback to the teacher.2. Learn the expectations, philosophy and teaching styles of each teacher in order to support and complement the teacher for the benefit of all students.3. Conduct yourself professionally.4. Respect confidentiality.5. Be a model for the teacher and students.6. Prepare and adapt learning environment.
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Adapted for Regina Catholic Schools from *Creating Opportunities for Students with Intellectual or Multiple Disabilities* (Saskatchewan Learning, 2001)



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REGINA CATHOLIC SCHOOLS SUPPORT STAFF REQUISITION

School/Department:		Date:	
Position Title:		FTE:	
Requested Start Date:		End Date:	

Position Description Summary:

Replacement:	Yes		No	
Name of Person Being Replaced:			Date Leaving:	

Addition to Staff:	Yes		No	
If yes, state why addition is required:				

SUPPORT STAFF POSITION	
Preferred Academic Background:	
Required Skills:	
Other necessary qualifications:	
Suggested candidates for Position:	
Requested by:	

FOR HUMAN RESOURCE SERVICES ONLY					
Date Received:		Date Filled:		By:	
HR Manager Authorization:					



Request Summary for Support Staff
(to be completed in conjunction with Senior Admin.)

Current situation: (i.e. grade level, enrolment, classroom composition)

Present challenges:

Supports and/or interventions to date:

Plan for the Instructional Assistant:
