



## 2020 LEARNING SERVICES ROLES & RESPONSIBILITIES

Policy Type: Educational Programs  
 Applies To: All Staff, Students,  
 Approved By: LCS Head of Schools  
 Policy Reviewed: every 2 years  
 Adopted: 04 2021  
 Revisions:

**PURPOSE:**

The following matrix outlines the general roles and responsibilities of instructional faculty within LCS. Where discrepancies exist, principals and/or school-based teams may modify roles, responsibilities or assignments to address specific student needs.

RESPONSIBILITIES	ADMINISTRATORS	LEARNING SERVICES TEACHERS	CLASSROOM TEACHERS	EDUCATIONAL ASSISTANTS
<b>1. Diagnosing learning needs</b>	Allocate resources & staffing according to needs-based assessments of students	Conduct diagnostic assessments (eg. Ktea)	Provide assessments of student learning (i.e. performance standards, F&P reading assessments) to determine learning needs	Collect data and observations for diagnostic assessments
<b>2. Individualized Educational Planning</b>  (Principals are responsible for IEPs under Independent School Act)	Attend IEP meetings & supervise staff to ensure competent implementation	Prepare & write IEPs Facilitate & lead IEP meetings Prescribe solutions, choose from available alternatives <i>Provide targeted interventions outlined in IEP</i> Attend IEP meetings <i>Discuss educational, behavioural and emotional goals</i> <i>Discuss desired outcomes for the student</i>	Co-create measurable goals with RCs to ensure student learning <i>Provide targeted interventions outlined in IEP</i> Attend IEP meetings <i>Discuss educational, behavioural and emotional goals</i> <i>Discuss desired outcomes for the student</i>	Provide observations & data to inform IEPs <i>Provide targeted interventions outlined in IEP</i> Attend IEP meetings <i>Discuss educational, behavioural and emotional goals</i> <i>Discuss desired outcomes for the student</i>

<p><b>3. Planning for learning</b></p>	<p>Review lesson plans, overviews &amp; schedules to ensure adequate planning &amp; differentiation</p> <p>Provide feedback on effective planning</p>	<p>Provide coaching &amp; research on effective adaptations</p> <p>Support teachers in planning for effective differentiation</p>	<p>Plan lesson activities and choose resources</p> <p>Choose appropriate adaptations to meet IEP</p> <p>Establish priorities for EAs to support student learning</p>	<p>Assist in preparing lesson materials &amp; adaptations as needed.</p>
<p><b>RESPONSIBILITIES</b></p>	<p><b>ADMINISTRATORS</b></p>	<p><b>LEARNING SERVICES TEACHERS</b></p>	<p><b>CLASSROOM TEACHERS</b></p>	<p><b>EDUCATIONAL ASSISTANTS</b></p>
<p><b>4. Assessment of learning</b></p>	<p>Ensure effective, daily, ongoing formative assessment in every classroom</p> <p>Develop school goals informed by student achievement data</p> <p>Supervise day-to-day practice of all staff</p>	<p>Provide targeted, increased time &amp; frequency assessments for students on caseload</p> <p>Suggest interventions to classroom teacher based on assessments of learning</p>	<p>Provide daily, ongoing &amp; timely feedback on learning</p> <p>Collect evidence of student learning</p>	<p>Assist in supervising student learning &amp; classroom management routines that allow teachers to provide ongoing in-class assessments</p> <p>Collect evidence of student learning for teachers to assess &amp; report on</p>
<p><b>5. Communication of learning &amp; reporting</b></p>	<p>Ensure clarity of who, and how information about student learning is communicated to parents</p>	<p>Provide specific, expert knowledge about learning needs &amp; interventions where &amp; when required</p> <p>Prepare reports on IEP goal progress to include in regular reports</p>	<p>Main point of contact between school &amp; families on matters concerning student's achievement &amp; progress</p> <p>Prepare report cards &amp; maintain regular communication with parents &amp; caregivers</p>	<p>Provide information to teacher &amp; resource teacher about social-emotional and academic achievement of students</p> <p>Contribute logs, journals &amp; other data on students with behaviour plans, IEPs etc. as needed.</p>
<p><b>6. Planning for daily instruction</b></p>	<p>Review teaching, coordinator &amp; EA schedules</p> <p>Ensure competency-driven curriculum &amp; instruction provided in every classroom &amp; that all teachers design effective management routines</p> <p><i>Model techniques and common language</i></p>	<p>Provide instructional coaching &amp;/or co-teaching (push-in support) where necessary for all students with IEPs on caseloads</p> <p>Provide targeted small group instruction in groups that include IEP students (2-5 times per week)</p> <p><i>Model techniques and common language</i></p> <p><i>Provide resources &amp; direction for EAs</i></p>	<p>Implement lesson plans and explicit teaching of core competencies</p> <p>Supervise and facilitate student learning</p> <p>Provide differentiated whole class, small group &amp; individualized instruction (i.e. guided reading) for all students</p> <p>Re-teach &amp; adapt lessons as necessary for struggling learners</p>	<p>Provide targeted small group instruction (i.e. fine motor skills, social skills group) during instructional &amp; unstructured break times (i.e. recess)</p> <p>Provide additional frequency &amp; time-on-task for students not meeting academic learning goals</p> <p>Provide instruction &amp; some adaptations to develop students' lagging skills (i.e. organization, note-taking)</p>

		<p><i>Model techniques and common language</i></p> <p><i>Provide timely resources &amp; direction for EAs</i></p>		
RESPONSIBILITIES	ADMINISTRATORS	LEARNING SERVICES TEACHERS	CLASSROOM TEACHERS	EDUCATIONAL ASSISTANTS
<p><b>7. Learning support</b></p> <p>(learning support is short-term, targeted on academic improvement goals)</p>	<p><i>Regularly review lists of students receiving learning support to ensure they are making progress on academic goals</i></p> <p><i>Review schedules, make changes at SBT where necessary to move students in and out of LS services</i></p>	<p>Create simple, goal-focused, short-term learning support plans for students requiring special academic support</p> <p><i>Regularly review lists of students receiving learning support to ensure they are making progress on academic goals</i></p> <p><i>Review schedules, make changes at SBT where necessary to move students in and out of LS services</i></p> <p>Include students requiring learning support in small group instruction for students with IEPs</p>	<p>Maintain up-to-date formative assessments to identify students with lagging skills who would benefit from short-term additional pull-out or push-in learning support &amp; refer to SBT</p>	<p>Provide general assistance for all learners in assigned classrooms</p>
<p><b>8. Behavioural plans &amp; interventions</b></p>	<p>Attend wrap-around meetings &amp; SBT to provide input &amp; stay informed of all behaviour &amp; safety plans</p> <p>Ensure all staff are aware of responsibilities to ensure behaviour plans &amp; safety plans are followed</p> <p>Support teachers as necessary with behavioural supports</p>	<p>Provide frameworks &amp; lead the process of collaboratively creating safety plans &amp; behaviour plans</p> <p>Coordinate wrap-around meetings &amp; inform all staff as necessary</p>	<p>Provide observations &amp; input for safety plans &amp; behaviour plans</p> <p><i>Ensure universal supports are in place &amp; designed to support success of all students</i></p> <p>Keep SBT informed of changes in baseline behaviours</p>	<p><i>Implement the universal supports that are in place &amp; designed to support success of all students</i></p>
<p><b>9. Effective practices &amp; professional growth</b></p>	<p><i>Research, read, attend conferences, develop professional expertise in educational leadership &amp; effective instruction</i></p> <p>Design effective school growth plans aimed at</p>	<p><i>Research, read, attend conferences, develop professional expertise in educational leadership &amp;</i></p>	<p><i>Research, read, attend conferences, develop professional expertise in effective instruction</i></p>	<p>Develop expertise in areas most suited to support at-risk learners (i.e. self-regulation strategies)</p>

	improving student learning for all Plan professional development for all staff	<i>effective instruction</i> Develop expertise in effective inclusive education practices (i.e. M.Ed in special education) Plan professional development for EAs		
RESPONSIBILITIES	ADMINISTRATORS	LEARNING SERVICES TEACHERS	CLASSROOM TEACHERS	EDUCATIONAL ASSISTANTS
<b>10. Staff evaluations</b>	Conduct standards-based, growth-focused evaluations of teachers & EAs Conduct performance reviews as required when non-compliance or evidence of lagging competency	<i>Conduct self-assessments of job performance; collect evidence of personal growth</i> <i>Provide observational &amp; performance data for administrative evaluations of EAs</i>	<i>Conduct self-assessments of job performance; collect evidence of personal growth</i> <i>Provide observational &amp; performance data for administrative evaluations of EAs</i>	<i>Conduct self-assessments of job performance; collect evidence of personal growth</i>
<b>11. School-based-teams</b>	Ensure regular SBT meetings are scheduled & at least one admin attends all meetings <i>Establish effective practices for referral, follow-up &amp; documentation</i>	Co-facilitate SBT meetings with admin <i>Establish effective practices for referral, follow-up &amp; documentation</i>	Refer students & participate in SBT as required <i>Carry out &amp; follow through with strategies &amp; interventions recommended at SBT</i>	Monitor & discuss with classroom teachers about needs of students & whether referral is required <i>Carry out &amp; follow through with strategies &amp; interventions recommended at SBT</i>
<b>12. Supervision</b>	Create supervision schedules to ensure safety & well-being of all students Maintain admin presence during unstructured times to ensure staff compliance with assigned supervision schedules	Create social groups & other social-emotional or self-regulation supports for unstructured times Assign EAs to provide services, small-group supervision of vulnerable students during unstructured times	Provide supervision as required by admin; ensure transitions between instructional & unstructured times are well designed with vulnerable students' needs in mind Ensure vulnerable students in the classroom have connection and social-emotional support during unstructured times	Provide small group and zone coverage supervision Provide social-emotional & self-regulation supports during unstructured times
<b>13. Ministry reporting</b>	<i>Provide 1701 snapshots &amp; other documentation required to claim special education funding grants</i>	<i>Provide 1701 snapshots &amp; other documentation required to claim special education funding grants</i>		

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	Ensure all necessary 1701 & 6170 reporting is accurate & compliant	Maintain effective budgeting of 6170 expenses
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