



## 2020 LEARNING SERVICES ROLES & RESPONSIBILITIES

Policy Type: Educational Programs  
 Applies To: All Staff  
 Approved By: LCS Head of Schools  
 Policy Reviewed: every 2 years  
 Adopted: 04 2021  
 Revisions: 01 2025

### 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. These responsibilities form part of the LCS Contract requirements for all educational faculty and may change from time to time according to the needs established by administration.

RESPONSIBILITIES	ADMINISTRATORS	LEARNING SERVICES TEACHERS	CLASSROOM TEACHERS	EDUCATIONAL ASSISTANTS
1. Diagnosing learning needs	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
2. Individualized Educational Planning  (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> <i>Attend IEP meetings</i> <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> <i>Attend IEP meetings</i> <i>Discuss educational, behavioural and emotional goals</i> <i>Discuss desired outcomes for the student</i>

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

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

	(i.e. M.Ed in special education) Plan professional development for EAs
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RESPONSIBILITIES	ADMINISTRATORS	LEARNING SERVICES TEACHERS	CLASSROOM TEACHERS	EDUCATIONAL ASSISTANTS
10. Staff evaluations	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>
11. School-based teams	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>
12. Supervision	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
13. Ministry reporting	<i>Provide 1701 snapshots &amp; other documentation required to claim special education funding grants</i> Ensure all necessary 1701 & 6170 reporting is accurate & compliant	<i>Provide 1701 snapshots &amp; other documentation required to claim special education funding grants</i> Maintain effective budgeting of 6170 expenses		

## RELATED POLICIES:

## 2021 LEARNING SERVICES POLICY

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Reviewed: 01 2025