

POSITION REQUIREMENTS/QUALIFICATIONS - CONTINUED

3. Commitment

- Committed follower of Jesus Christ
- Committed to the Mission, Vision and Values of Kelowna Christian School
- Committed to the Kelowna Christian School Code of Conduct
- Agreement with KCS Statement of Faith

KEY CONTACTS/RELATIONSHIPS

1. **Internal:** Head of School, Director of Student Support Services, Director of Teaching and Learning, Site Vice-Principals, Teachers, Education Assistants, Support Staff, Students
2. **External:** Parents, Special Education Support, SCSBC and similar organizations

KEY MANDATED RESPONSIBILITIES

Below are the primary responsibilities of the Classroom Support Teacher:

- In class support of differentiation of learning to meet the needs of all learners
- Creation of IEP's, Learning Plans and AIP's for students on caseload
- Implementation and data collection of IEP's in classrooms
- Collaboration with EA's, Teachers and Administration and outside consultants
- IEP Meetings and Reviews
- School-Based Team Meetings
- Class Review Meetings
- Create a culture of inclusivity and helping all children meet their God-given potential
- Scheduling student support (both internal and externally)
- Communication to all stakeholders
- Organization and maintenance of files, assessments and documentation
- Assisting teachers with development and implementation of strategies and structures for differentiation
- Planning proactively with teachers to assist with meeting the needs of all learners
- Regular team meetings with Classroom Support Teachers and Director of Student Support Services

KEY POSITION EXPECTATIONS

1. With Students

- a. act as an advocate for the students, both individually and collectively, in school decision-making
- b. familiarize self with and understand individual student needs
- c. observe students in their classroom and other instructional settings
- d. prepare, in consultation with the school-based team, the students' IEPs or LSPs
- e. determine, in consultation with the school-based team, the supports required for each child (EA time, technology, program adaptations, and modification etc.)
- f. conduct standardized and informal testing with students
- g. ensure the necessary psycho-educational testing is obtained and support services delivered to qualify for and maintain eligible special education funding
- h. assist with course selection (Grade 8 and High School)
- i. arrange for necessary adaptations during midterm and final exams (Grade 8 and High School)
- j. teach students requiring individualized programming in small group, 1-1, or in-class settings

KEY POSITION EXPECTATIONS - CONTINUED

2. With Education Assistants (EAs)

- a. review individual student needs with EAs who work with each child
- b. provide ongoing support and resources for EAs
- c. communicate with EAs on a regular and scheduled basis
- d. observe EAs in teaching situations

3. With Teaching Staff

- a. consult regarding individual student needs
- b. consult in preparation and ongoing review of the students' IEPs and LSPs
- c. assist in developing and implementing behaviour support plans
- d. provide ongoing support and resources for teaching staff, and educational assistants
- e. provide input into classroom placement for students with diverse learning needs
- f. plan and implement in-service professional development opportunities for EAs, in consultation with other Classroom Support Teachers and Director of Student Support Services
- g. seek out professional development opportunities for EAs and peer Classroom Support Teachers
- h. recommend staffing needs and levels to support student programs at each campus; make recommendations for needed resources and programs

4. With Parents

- a. consult parents in the production and review and updating of the students' IEPs and LSPs
- b. consult with parents about support services and programming
- c. inform parents of psycho-educational testing requirements/timelines

5. With Record Keeping

- a. maintain neat, accurate and up-to-date records on individual students, including testing and other background information, ongoing progress reports, conference and meeting notes, IEP or LSP and any other relevant information
- b. ensure teachers accurately document programs for students with diverse learning needs on report cards
- c. ensure sufficient documentation is present in special education student files for those students who will require provincial exam adjudication (Grade 6-12)

6. With Professional Development

- a. stay current of trends and issues in special education in general, and in BC in particular
- b. engage in regular and ongoing professional development (beyond the requirements of the teaching contract) through activities such as:
 - participation in SCSBC specialist program days
 - membership in professional organizations such as BCCT Special Education Specialist Association, Council for Exceptional Children
 - ongoing course work in special education
 - professional reading
- c. Special Education & Learning Assistance Coordinator Caseload Guidelines