

Role Expectation: Student Learning	Evaluation Evidence	Quality Indicators
<p>1.1 Aids in curriculum areas one on one or in small groups as directed.</p> <p>1.2 Provides assistance with organizational tasks and executive functioning.</p> <p>1.3 Scribes and reads for and with students as required or assists students in developing skills to access and utilize these supports digitally.</p> <p>1.4 Assists with modifications and adaptations for individual students as directed by the classroom teacher.</p> <p>1.5 Assists with the implementation of IPP goals and usage of adaptive devices.</p> <p>1.6 Assists students with computer access and various educational software and virtual platforms.</p> <p>1.7 Provides assistance to communicate with peers and adults in the school.</p>	<ul style="list-style-type: none"> • Student/EA interaction observations • Student data • Collaboration feedback • Learning Support Teacher and Classroom Teacher observations. 	<ul style="list-style-type: none"> • Understands and implements strategies to assist with curriculum. • Reinforces consistency with organizational routines and orderliness of tools and spaces such as lockers, desks, agenda, notebooks, binders, timetables, schedules, etc. • Understands and implements best practices with scribing, reading, and accessing literacy tools. • Understands and implements strategies for curriculum modification with consistency under the direction of the classroom teacher or Learning Support Teacher • Understands and consistently implements strategies to effectively use technology and software with students. • Understands and consistently implements strategies to help students with communication and/or the use of adaptive tools. • Understands any student IPP goals and consistently implements strategies to meet them

Role Expectation: Student Behaviour	Evaluation Evidence	Quality Indicators
<p>2.1 Observe, chart, and monitor individual student progress and behaviour under the direction of the teacher or Learning Support Teacher.</p> <p>2.2 Assist the teacher in maintaining a safe and secure environment for both students and staff.</p> <p>2.3 Provide behavioural management assistance for students as necessary by implementing predetermined non-aversive methods and techniques.</p> <p>2.4 Assist with student behaviour and classroom disciplines under the direction of the classroom teacher or Learning Support Teacher.</p> <p>2.5 Assist with strategies to achieve IPP goals.</p>	<ul style="list-style-type: none"> • Student/EA interaction observations • Progress shown through student data collected in behaviour monitoring tools. • Observations and communication with classroom teacher and/or Learning Support Teacher. 	<ul style="list-style-type: none"> • Keep consistent behaviour logbooks, tracking systems, and communication with the classroom and/or Learning Support Teacher to assist with student progress. • Understanding and implementing consistent de-escalation strategies and non-violent physical intervention techniques where appropriate. • Consistent implementation of non-violent crisis intervention techniques to diffuse escalating negative behaviour patterns. • Maintaining consistency in implementing routines and procedures in the classroom and other school environments. • Understanding and implementing strategies outlined in Student Positive Behaviour Plans and IPPs.

Role Expectation: Student Assistance and Personal Care	Evaluation Evidence	Quality Indicators
<p>3.1 Assist student with personal care and hygiene.</p> <p>3.2 Assist with feeding (spoon or tube), lifting, and handling of medically fragile students.</p> <p>3.3 Catheterization.</p> <p>3.4 Respiratory therapy interventions, physiotherapy intervention and other medically related tasks.</p> <p>3.5 Administer medication as directed.</p> <p>3.6 Administer First Aid if required.</p> <p>3.7 Assist in exercising, implementing adaptive physical education, range of motion programs, fine and gross motor skills development and life skills management.</p> <p>3.8 Operate special equipment as necessary (wheelchairs, mechanical lifts, walkers, FM and/or communication systems, etc.).</p>	<ul style="list-style-type: none"> • EA/Student observations • Student participation in school life • Learning Support Teacher observations and evaluations 	<ul style="list-style-type: none"> • Assisting students with personal care/hygiene, which may include food preparation, dressing, grooming, toileting and/or diapering as necessary. • Communicating and implementing schedules and strategies for feeding as directed by Learning Support Teacher • Assisting students with exercises as directed by the Learning Support Teacher, Specialized Services (OT, PT, etc). • Assisting students with monitoring and administering medications such as insulin or other medications under the direction of the classroom and/or Learning Support Teacher. • Accompanying and assisting students in life skills management programs, or specialized adaptive exercise programs such as work experience or aquatics both on and off site. • Consistently assisting students achieve the most independence possible through use of adaptive technology and equipment.

Role Expectation: Class Supervisor, Instructional Support	Evaluation Evidence	Quality Indicators
<p>4.1 Organizes classroom displays, photocopies course materials, laminates, builds course resources, and manages reporting under the supervision of a teacher or administrator.</p> <p>4.2 Assists in marking, testing, and filing of student work under the direction and supervision of the teacher.</p> <p>4.3 Ensures equipment and classroom is maintained in a clean, safe, and orderly manner.</p> <p>4.4 Prepares modified materials for students under direction of teacher.</p> <p>4.5 Provides one-on-one and small group instructional support in independent courses.</p>	<ul style="list-style-type: none"> • Student course completion/progress reports • EA/student observations • Formal and Informal observations by Learning Support Teacher and admin 	<ul style="list-style-type: none"> • Ensures students have course materials prepared for them in a timely manner. • Creates a welcoming and business-like classroom environment. • Assists students with technology required to complete coursework. • Ensures marking and reporting is up to date by acting as a liaison between the teacher of the course and the student. • Provides students with academic support when required.

Role Expectation: Student Supervision	Evaluation Evidence	Quality Indicators
<p>5.1 Supervise and assist students in preparing for special activities.</p> <p>5.2 Supervise on playgrounds, in hallways, classrooms, and getting on and off the bus.</p> <p>5.3 Provide supervision to small groups or individuals on field trips.</p>	<ul style="list-style-type: none"> • EA/Student interaction observations • Student incident reports 	<ul style="list-style-type: none"> • Assist in promoting positive school culture by helping to prepare students to participate in school events. • Promoting school code of conduct and positive behaviours in all areas of the school • Ensuring students can contribute to and participate in field trips as appropriate.

Role Expectation: Community Living and Vocational Skills	Evaluation Evidence	Quality Indicators
<p>6.1 Transport or assist with transport to job placements and assist with job training.</p> <p>6.2 Assist students integration into regular classroom whenever possible.</p> <p>6.3 Facilitate the development of social skills and assist with recreation activities where appropriate.</p> <p>6.4 Encourage students to develop independent skills in working, thinking, and communication.</p> <p>6.5 Assist with helping students to feel valued and value others around them.</p>	<ul style="list-style-type: none"> • Inclusive environments are present. • Interaction observations between students and staff • Formal and informal observations • Student satisfaction surveys, AERR data 	<ul style="list-style-type: none"> • Ensures students have access to meaningful educational opportunities. • Facilitates student independence whenever possible. • Facilitates relationships and friendships between students. • Promotes positive school culture and safe, welcoming, and respectful school environments. • Works collaboratively with staff to identify opportunities to be inclusive.

<p>Role Expectation: Working With Others</p>	<p>Evaluation Evidence</p>	<p>Quality Indicators</p>
<p>7.1 Positive communication and collaborative approach to solving problems.</p> <p>7.2 Contact with others that may expose you to:</p> <ul style="list-style-type: none"> ○ Contagious illnesses ○ Noise levels ○ Uncooperative and sometimes demanding and difficult students ○ Occasional inclement weather <p>7.3 Respecting diversity and having cultural awareness.</p> <p>7.4 Dependability.</p> <p>7.5 Exercising the ability to deal with the emotional, physical, and mental demands of working with students who are active, have a diagnosis, or require a lot of patience, time, consistency, and compassion.</p> <p>7.6 Exercising flexibility in approach to problem solving, and responding positively to feedback.</p>	<ul style="list-style-type: none"> ● Inclusive environments are present. ● Interaction observations between students and staff ● Formal and informal observations ● Student satisfaction surveys, AERR data 	<ul style="list-style-type: none"> ● Effectively communicates with classroom teachers and other staff in class, meetings, and in PD. ● Meets the challenges of the day with perseverance and optimism. ● Promotes positive school culture and safe, welcoming, and respectful school environments. ● Works collaboratively with staff to identify opportunities to be inclusive. ● Maintains a student-centered approach. ● Displays willingness to try a variety of different strategies with fidelity to improve student learning.