

Administrative Procedure 420 – Appendix B

Appendix B – SCHOOL SUPPORT STAFF (as defined in Appendix A) PERFORMANCE EXPECTATIONS

Background

The School Support Staff Performance Expectations may be used as a guideline in evaluating each school support staff's job performance. Specific job functions are listed under seven categories.

There are inherent risks of performing work in a school setting as school support staff. Student behavior can be somewhat unpredictable at times, therefore, there is potential risk school support staff might be injured by a student. Some students may become aggressive which has the potential of causing injury to school support staff. Black Gold School Division makes school support staff aware of known risks, and it provides training to school support staff for known and anticipated risks. School support staff are expected to cooperate in ensuring workplace health and safety in a caring and respectful educational setting.

Procedures

1. Professional Behavior
 - 1.1 Each school support staff will be provided with a copy of Appendix B
 - 1.2 Promotes an atmosphere of respect for children and adults maintaining effective working relationships
 - 1.3 Demonstrates ethical and confidential behavior in a manner which maintains the dignity and integrity of the position
 - 1.4 Demonstrates an appropriate and independent use of time
 - 1.5 Demonstrates responsible behavior towards attendance and work schedule
 - 1.6 Addresses conflicts with teachers at the classroom level first, school level second, and Division level third
 - 1.7 Participates in professional development related to current assignment
 - 1.8 Provides and follows an annual growth plan for professional development, if required by the Principal
 - 1.9 Makes a positive contribution to the school's functions and activities
 - 1.10 Reports any signs of child abuse to the supervising teacher
 - 1.11 Reviews, in consultation with the supervising teacher, their level of competence and effectiveness to keep their skills and practices current and is willing to upgrade skills
 - 1.12 Adapts to change in assignments and demands of the job

- 1.13 Supports the teachers with whom they work refraining from undermining the authority of the teacher
- 1.14 Meets expectations when required to work with various technologies (eg: Google Drive, Atrieve, Email)
- 1.15 Dresses appropriately for the position
- 2. Rapport with Students
 - 2.1 Shows enthusiasm when working with students
 - 2.2 Shows patience and understanding towards students and facilitates the development of their self-esteem
 - 2.3 Demonstrates an understanding of fostering independence with students
 - 2.4 Treats students in a respectful, responsible and fair manner with due consideration to the students' development
 - 2.5 Maintains effective and cooperative relationships with students
 - 2.6 Demonstrates appropriate responses to student initiated interactions
- 3. Team Support
 - 3.1 Participates cooperatively as a member of the school-based team
 - 3.2 Demonstrates effective communication skills with teachers, other support personnel and school administrators
 - 3.3 Participates in team meetings, case conferences, and parent/teacher interviews as requested by teacher or administrator
 - 3.4 Uses established communication systems with teachers through documentation (e.g. communication book, log book) and/or collaborative meetings
 - 3.5 Communicates appropriately with all members of the team
 - 3.6 Follows the teacher's directives and becomes familiar with general school/classroom rules and procedures
- 4. Instructional Support
 - 4.1 Helps students with assigned tasks and class work, reinforcing concepts presented by the teacher
 - 4.2 Monitors independent or small-group work
 - 4.3 Takes initiative when the teacher or a student requires assistance
 - 4.4 Adapts materials as planned and directed by the teacher
 - 4.5 Acts as a note-taker or scribe as required
 - 4.6 Assists students in meeting their assigned goals within community settings
 - 4.7 Records or tracks required student information (eg: IPP, ISP or Behaviour Support Plan)
 - 4.8 Fosters a safe, caring and welcoming environment

- 4.9 Demonstrates skill in providing group management strategies during classroom instruction and transition periods
- 4.10 Uses assistive technology to support learning as required
- 4.11 Actively responds to the student's needs in various settings (eg: classroom, gym, washrooms, field trips)
- 5. Implementation of Student Program Plans
 - 5.1 Carries out teacher directed activities supporting the student's established goals
 - 5.2 Assists with preparing materials and undertaking other supportive activities
 - 5.3 After appropriate training, carries out the recommendations provided by consultants (e.g. occupational therapist, physiotherapist, speech/language pathologist)
 - 5.4 Uses appropriate strategies to reinforce student program goals
 - 5.5 Provides modeling and guidance for students in an inclusive environment
 - 5.6 Assists students with various techniques such as sign language, Braille, PECS, LAMP, social stories
- 6. Social/Behavioral Support
 - 6.2 Uses a consistent behavior support system when working with students
 - 6.3 Supports the students' behavior as per the team recommendations
 - 6.4 Helps build students' self-esteem
 - 6.5 Redirects inappropriate and detrimental behaviours in a positive manner
 - 6.6 Reinforces and encourages appropriate behaviour in a group and among individuals
 - 6.7 Monitors students within and outside of the classroom
 - 6.8 Encourages caring and helping behaviours among students
 - 6.9 Encourages students to participate with peers
 - 6.10 Demonstrates skill in providing group management strategies during classroom instruction and transition periods
- 7. Non-Instructional Support
 - 7.2 Creates student support materials as required (e.g. games, posters, photocopying, booklets)
 - 7.3 Assists with school supervision duties (e.g. bussing, yard, lunch, work site)
 - 7.4 Assists students with physical needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, etc.)
 - 7.5 Gives medication and records appropriately according to Division policy
 - 7.6 After appropriate training, performs specific medical procedures (e.g. catheterization, G-Tube feeding, etc.)