

TEACHER ASSISTANT ALLOCATIONS AND ASSIGNMENTS

A. GENERAL GUIDELINES:

1. Requests for teacher assistant support are considered on the basis of need. A formula based approach, though appearing objective and theoretically fair. May actually be too arbitrary and inflexible.
2. Students needs are assessed by Student Services Coordinators.
3. Teacher assistants are assigned to the classroom teacher, not one specific student.
4. The primary goal of a teacher/teacher assistant team is to assist the student with special needs to develop independence. Dependency between a student and teacher assistant is reinforced if they are together for an extended period.
5. Communication between home and school regarding a student with special needs is the responsibility of the teacher not the teacher assistant.
6. The duties of the teacher assistants are assigned by the principal.
7. It is important to seek an appropriate match between the specific abilities of a teacher assistant and the special need of the student.
8. Some students present extreme challenges; some rotation of teacher assistants with these students may be necessary.
9. Coordinators assess students' programs and the teacher assistant hour required in each school.

B. GUIDELINES FOR ESTABLISHING PRIORITIES:

Requests for teacher assistant support will be considered on the basis of need. Priority will be given to those students who present with the following needs and characteristics:

1. Meet the required Saskatchewan Education criteria as a Designated Disabled Pupil.
2. Require personal care because of physical and/or medical needs.
3. Present with severe social, emotional and behavioural problems, which pose a threat to the safety of self and/or others.
4. Present with multiple disabilities.
5. Have an intellectual ability which is significantly below average.
6. Present with an extreme learning disability.

School environment factors will also be taken into consideration. These include:

1. The teacher-pupil ratio.
2. The number of students with special needs in the classroom, and in the school.
3. The existing professional support within the school.

C. PROCEDURES:

1. Identification of Need – Teacher/Principal
-Request Form
2. Assessment – Student Services Coordinators:
 - Determine level of need
 - Designate students
 - Recommend support
3. Budget – Superintendent Student Services
 - Allocation of hours
 - Budget management
4. Placement – Human Resources/Administrative Unit Superintendent
 - Posting, transfers, selection