



## KAHNAWAKE EDUCATION CENTER

P.O. BOX 1000  
KAHNAWAKE, QUEBEC J0L 1B0  
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[www.kecedu.ca](http://www.kecedu.ca)

### EMPLOYMENT OPPORTUNITY (2<sup>nd</sup> POSTING)

**POSITION:** Student Intervention Specialist Teacher (2 positions)

**LOCATION:** KAHNAWÀ:KE SURVIVAL SCHOOL

**SALARY RANGE:** Commensurate with education and experience.

**DURATION:** One (1) - Fixed-Term contract for the 2018-2019 School Year.  
One (1) – Indeterminate contract

**START DATE:** September 24, 2018

**REQUIREMENTS:**

- Master's degree in Education or equivalent (preferable) or Bachelor's degree in Education (Secondary) or equivalent with specialization in special education, literacy, math or science (Secondary school)
- Minimum of 5 years of special education experience
- Knowledge of administering and interpreting achievement tests
- Knowledge of best practices in inclusive education
- Knowledge of current testing programs, mandated assessment tools and alternative assessment
- Knowledge of current educational issues and best practices
- Knowledge of behavior management techniques
- Knowledge of Crisis Prevention Intervention (CPI) strategies
- Knowledge of effective intervention strategies
- Knowledge of community agencies that can support students with disabilities
- Knowledge of classroom management techniques
- Knowledge of problem solving processes and creative thinking skills
- Complete proficiency in English language
- Ability to work with team to analyze, synthesize, and evaluate program progress and implement changes
- Proficiency in Kanien'kéha language and French language is an asset.

**APPLICATION DEADLINE:** Friday, September 7, 2018 at 12:00 p.m.

The Kahnawà:ke Education Center wishes to thank all those who apply. However, **only** qualified candidates will be contacted for an interview.

**PLEASE SEND YOUR RÉSUMÉ, LETTER OF INTENT AND THREE PROFESSIONAL REFERENCE CONTACTS:**

HUMAN RESOURCES DEPARTMENT

Kahnawà:ke Education Center

P.O. Box 1000

Kahnawà:ke Mohawk Territory

J0L 1B0

Email: [cv@kecedu.ca](mailto:cv@kecedu.ca)

Copies of this Employment Opportunity and Job Description are posted on bulletin boards in various establishments and public institutions throughout the community of Kahnawà:ke. Job posting and Job Descriptions are also available on-line at [www.kecedu.ca](http://www.kecedu.ca) and at the Kahnawà:ke Education Center reception desk. If you would like any additional information regarding this employment opportunity, please do not hesitate to contact the Kahnawà:ke Education Center, Human Resources Department at 450-632-8770.



### General Information

**Position Title:** Student Intervention Specialist Teacher  
**Reports To:** Principal  
**Direct Reports:** Associate Principal  
**Date:** June 2018

### About Kahnawà:ke Education Center

The mission of the Kahnawà:ke Education Center is to provide the children who live in Kahnawà:ke with a solid and well-rounded education laying the foundation for their future careers. The mission of KEC is carried out by the Kahnawà:ke Combined Schools Committee (KCSC) as well as the administrative arm of KEC. The KEC is responsible for the operation and support of three schools in the Kahnawà:ke community and post-secondary administration.

### Position Summary

The role of the Student Intervention Specialist Teacher will plan and implement goals and objectives, curricula, and management programs for students with mild mental delays and severe disabilities. The Student Intervention Specialist Teacher will work as part of a team on behalf of the students' with regular classroom teachers, administrators, and parents to ensure that students with learning difficulties and behavioral challenges needs are met within the school environment.

### Key Responsibilities

#### Responsibility 1: Student Achievement Assessment (40%)

- To assess all new students (formally and informally).
- To take an active part in transition meetings at the end of the school year to ensure a smooth transition of student files to grade 7.
- To administer standardized achievement tests, analyze results and determine key elements of the IEPs.
- To enter scores and details of IEPs into the database.
- To create reports for teachers concerning special needs students and advise on an appropriate course of action (no service, informal strategies or create formal IEPs).
- Apply knowledge of instructional, in areas of literacy, math, science, language arts and social-emotional theory to educational practice to support students learning.
- Suggest appropriate learning goals for each student based on the results of individual and group assessments.
- Contribute to writing effective Individualized Educational Plans and/or behavior support plans.
- Match evidence-based practices and school resources to documented student needs.
- Identify existing social, community, and clinical resources and procedures for linking students to providers of mental health, social-emotional, academic, and family support services in conjunction with the coordinator and administrator.
- Initiate and participate in team planning meetings, resulting in intervention plans
- Acts as resource person for classroom teachers regarding strategies, adaptations, and resource materials.
- Provide technical assistance designed to facilitate greater success for students with disabilities in the least restrictive environment.
- Monitor and report student progress, adjusting plan and implementation for maximum impact
- To determine the priorities in collaboration with the associate principal and to respond to urgent cases in a timely manner.



**Responsibility 2: Remedial Services – Intervention (20%)**

- Apply knowledge of family systems and cultural diversity to forming/sustaining positive relationships
- Model respectful, non-judgmental, and effective communication with team members and students.
- Create a climate of problem solving where team interactions reflect mutual respect and dignity
- Maintain effective healthy relationships with students in a variety of educational environments.
- Provide clear expectations, directions, and procedures for organizing student work.
- Communicate high expectations for all learners in the least restrictive environment.
- Teach clear expectations for student behavior in classroom, home, or community settings.
- Facilitate student self-monitoring and self-reflection among students.
- Support classroom and/or school wide behavior plans, recommending necessary adjustments
- Coordinate and assist in the use of crisis intervention procedures when necessary for student safety
- Use and teach antecedent and environmental strategies for facilitating student participation
- Make necessary recommendations to ensure safe, non-distracting, learning environments.
- Develop a communication system with parents and/or caregivers.
- Provide direction and guidance to instructional assistants through the discussion of established procedures, development of a daily schedule, and coordinated implementation of program goals and objectives.
- To ensure confidential files are in order and all supporting documents are kept in files.

**Responsibility 3: Prevention and Teacher's Support (20%)**

- Selects and conducts standardize assessments necessary to identify students' needs and serve as a basis for drafting effective IEPs, IBP's and personal learning plan.
- Provide clear, concise, and effective feedback to students, family members, and team members.
- Use questioning and discussion techniques necessary to foster student independence and growth.
- Implement an extensive range of consultative techniques, resulting in high levels of student, family, and team engagement in decision-making and problem solving activities.
- Make recommendations to educators, family members, and community service providers that facilitate the successful participation of increasingly diverse students in a common educational setting.
- Facilitate problem solving necessary to improve academic/social performance based on data acquired through diagnostic, formative, authentic, and summative assessments.

**Responsibility 4: Professional Responsibilities (20%)**

- Complete duties assigned by program coordinator or administrator in a timely manner.
- Complete, maintain, and submit appropriate administrative reports and correspondence, personal notes and/or interoffice communications in a timely manner.
- Attend meetings, maintain regular contacts with significant individuals and provide regular feedback to school administrators, parents, teachers, and service providers.
- Participate in professional development, not limited to workshops, conferences, and independent reading that are aligned with KEC goals.
- Write clear and concise reports ensuring family and team member understanding of student data and the implications of those data for future instruction.
- Lead and/or participate in meetings held for the purpose of planning, evaluating, coordinating, or modifying interventions and instructional programs for students.



- Implement, support, or coordinate plan implementation, facilitating maximum integrity/outcomes.
- Maintain ongoing communication with families.

### Skill & Competency Requirements

#### Core Competencies:

The necessary core competencies for this position include:

- Strong leadership, team building, organization, and negotiation skills
- Strong interpersonal communication skills and competence in conflict resolution
- Ability to demonstrate sound judgment when providing services to students with diverse or special needs and their families
- Ability to maintain confidentiality

#### Technical Competencies:

Required technical competencies for this position include:

- Expertise in the use and interpretation of assessment tools used to evaluate students with special needs
- Expertise of current testing programs, mandated assessment tools and alternative assessment
- Ability to use technology as both a productivity tool and as a method of communication; proficient in computer applications including Microsoft Office, and Educational Data Base (Cano)

### Education, Knowledge & Experience

- Master's degree in Education or equivalent (preferable) or Bachelor's degree in Education (Secondary) or equivalent with specialization in special education, literacy, math or science (Secondary school)
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