School District #27 acknowledges the contributions of School District #57 (Prince George) and School District #36 (Surrey) who graciously permitted us to borrow their ideas from their Handbooks. (Student Support Worker Manual, SEA Handbook “Helping Hands: A Guidebook for SEAS”)

Education Assistant Handbook
The Education Assistant Handbook is intended to give education assistants, teachers and principals guidance in their day-to-day interactions.

This manual was developed to assist in the orientation and day-to-day practice of Education Assistants in School District #27 (Cariboo-Chilcotin). It is the first revision to the original document, “Special Education: Education Assistant Handbook”. The contributions of the following people in the preparation of this new manual are gratefully acknowledged:

Joy Gammie – Learning Support Teacher
Shari Cooper – Former District Principal (2008 – 2014)
Rob Taylor – Director of Instruction – Human Resources
Alice Tresierra – President IUOE local 959
Learning Support Teachers – School District #27
Student Support Services -- SD #27
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Overview</td>
<td>4</td>
</tr>
<tr>
<td>Response to Intervention</td>
<td>5</td>
</tr>
<tr>
<td>Foundation Principles</td>
<td>6</td>
</tr>
<tr>
<td>First day checklist</td>
<td>7</td>
</tr>
<tr>
<td>First week checklist</td>
<td>8</td>
</tr>
<tr>
<td>Roles &amp; Responsibility</td>
<td>9</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>11</td>
</tr>
<tr>
<td>Parent/Education Assistant Interactions</td>
<td>12</td>
</tr>
<tr>
<td>Professional Responsibility</td>
<td>13</td>
</tr>
<tr>
<td>Absence</td>
<td>14</td>
</tr>
<tr>
<td>Outline of Responsibility</td>
<td>16</td>
</tr>
<tr>
<td>Collaborative Checklist</td>
<td>21</td>
</tr>
<tr>
<td>Resolving Interpersonal Issues</td>
<td>23</td>
</tr>
<tr>
<td>Communication Expectations</td>
<td>26</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
</tbody>
</table>
OVERVIEW

The Mission, Vision and Values focus on providing a holistic and supportive learning experience to children.

Education Assistants in School District #27 (Cariboo-Chilcotin) provide support to all students including students with special needs who may have disabilities of an intellectual, emotional, learning, physical, sensory or behavioural nature, or have exceptional gifts or talents.

The education of students with special needs is complex and requires a variety of responses depending on the needs of the individual. Ministry guidelines state that, "To the maximum extent possible, special education services should be organized for delivery at the school level". School District #27 utilizes the Response to Intervention (3-tiered) approach in the support of students.
The model serves to illustrate that strategies can be roughly grouped into three levels.

Universal Supports, which may be school wide or classroom-based systems and strategies, form the base of the pyramid, as they are applicable to all students. Examples of such systems include Positive Behaviour Support programs, Roots of Empathy, Positive Action and MindUp.

Targeted Supports are small group strategies which form the next level of the pyramid and are typically directed at more vulnerable or at risk students. A school, through the support of the learning support teacher, a school counsellor, and/or other specialist teacher, may create smaller groups to facilitate more supportive interactions, greater flexibility in instruction, small group behavior modification programs, social skills development programs, classroom management and various effective instructional techniques. These supports may be provided in the classroom or in a pull out model.

Specialized Supports are individual plans, which are developed for students following careful assessment, observation and analysis of learning ability and/or behaviours. The individualized plan is designed to support that student's identified needs.
FOUNDATION PRINCIPLES
Education Assistants are highly trained and dedicated professionals who play a critical role in supporting students. They are integral members of the educational team that delivers the student’s program.

AUTHORITY TO EMPLOY TEACHING ASSISTANTS
Section 18 of the School Act states that:
1) Boards may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under the Act and Regulations.
2) Persons employed under subsection (1) must work under the general supervision of a teacher, principal, vice principal or director of instruction.

The teacher provides the direction for the Education Assistant but does not have supervisory responsibilities. Supervisory responsibilities remain with the principal of the school.

SCHOOL ORIENTATION
Each school is unique. Therefore, it is important for new staff members to familiarize themselves with the routines, codes of conduct and practices of each school to which they are assigned. Orientation to the school should be considered a process that takes place over time. It can be divided into three phases – the first day on the job, the first week, and on-going. School orientation is the responsibility of the principal, or vice-principal and his/her staff.

On the first day, arrive early and check in at the office. Office staff should provide you with the information you need to know. Key personnel you need to make contact with are:

- School Secretary
- School Principal or Vice-Principal
- Learning Support Teacher

Ask where to put your personal belongings, ask questions, and tour the school if you have not already done so. The following topics may be discussed:

- School emergency procedures (e.g. fire drills, lock downs)
- Location of staffroom and washrooms (some schools will provide a map)
- Work schedule with classroom/student assignments
- Time sheets
- Mail box
- Parking guidelines
- Designated staff computer
- School keys
- How to use the photocopier

If you have other questions, ask the teacher or the contact people. Orientation is on-going as topics arise in the daily operations of a school. For example, when a professional development day is planned you may have some questions related to what is available for you and procedures for your participation.
A checklist for your first day and first week follows:

**YOUR FIRST DAY – CHECKLIST**

- Arrive at least 15 minutes early.
- Report to the office and introduce yourself. Obtain a schedule of your assignment and find out who you are reporting to for direction.
- Find out the name of the teacher(s) you will be working with and ask where you can locate them.
- Ask for directions to the staff room in order to find out where your personal belongings should go.
- Arrive in the classroom before the bell goes.
- Determine if there is a place in the classroom that the teacher has allocated for your use.
- Anticipate that the teacher may introduce you to the class and expect a brief response from you.
- Observe the classroom organization and get a feeling for the climate.
- Confirm what your break times will be.
- Touch bases with the teacher(s) you are working with during the day and review any questions you may have.
- Adopt a positive attitude towards all staff members in order to foster a collaborative working environment.
- Dress for comfort and safety, keeping in mind the School Code of Conduct and the requirements of your particular assignment.
YOUR FIRST WEEK – CHECKLIST

Your job will be a lot more manageable if you take the time to ask the following questions:

☐ Do I understand my job description and expectations?

☐ Do I know how I should respond when a parent or colleague raises a question regarding a child I am working with?

☐ Do I understand the school's Code of Conduct? Do I have access to the school's handbook?

☐ Do I have a schedule?

☐ Do I know how to complete my timesheet?

☐ Do I know which computer I can use to access email and payroll information?

☐ Do I know the school emergency procedures?

☐ Do I know where all the necessary forms are located e.g., timesheets, leave of absence, etc?

☐ Do I know who the designated first aid attendant is?

☐ Do I know who to phone if I am going to be absent?

☐ Do I know who to phone if I am going to be late?

☐ Do I know in what ways the teacher wants me to assist in supporting students, both academically and behaviorally?

☐ Do I know what student records I am to keep and where to file them (e.g., daily communication log, attendance records, collecting and recording data)?

☐ Do I know which outside-the-classroom activities I am responsible for (e.g., lunchtime, relief duties, school field trips such as swimming or skating)?

☐ Do I know where supplies are kept and where to obtain equipment?

☐ Do I know how to operate classroom and student-specific equipment?

☐ Am I familiar with hygiene and safety procedures related to my student(s)?

☐ Do I know the rules concerning releasing a student to a parent or other adult who comes to pick up that student early?

☐ Do I know and understand the Ministry of Children and Family policy regarding reporting suspected cases of child abuse or neglect?

☐ Do I know whom I should go to when I have a question or a problem?

☐ Do I know which meetings I am expected to attend?
ROLES & RESPONSIBILITIES

Education Assistants are valuable resources on student support teams in schools. Education Assistants can contribute significantly to the quality of instruction given to students. School personnel recognize the importance of establishing good working relationships and clear communication among team members.

As a member of a student support team, it is important to know the role of all staff members involved. The role descriptions given below are general outlines of responsibilities, while the following tables provide more information about specific aspects of the positions that will help to ensure the necessary conditions for student success.

Classroom Teacher:
The classroom teacher is responsible for providing a quality education to all students. Primary responsibilities include designing, supervising, assessing, and reporting on instructional programs. The teacher also directs the daily work of education assistants assigned to help provide appropriate educational opportunities for students with special learning needs. The teacher collaborates with Education Assistants recognizing that they may bring skills and specific student knowledge that are not within the training and experience of the teacher.

Learning Support (Resource), English Language Learner (ELL) Teacher:
The learning support teacher is a school-based or itinerant teacher with the special knowledge and skills necessary to coordinate individual education programs for students. He/she supports the classroom teacher by collaborating with all team members to organize, integrate, develop and provide the additional services needed for successful program implementation.

Specialist Staff:
Other district professionals, including school psychologists, speech-language pathologists, occupational/physical therapists, counselors, and/or itinerant support teachers may be members of the student support team. They provide specialized assessment, program planning, and consultation support to the team and will often work directly with school support staff to implement specific program activities or procedures.

Principal/Vice-principal:
The Principal ensures that adequate staffing resources, including education assistant and youth care worker services, are made available and are utilized properly. He/she ensures that a case manager is identified for each student on an individualized program and that student support teams are functioning effectively. The principal or vice-principal is responsible for staff evaluation.

Education Assistant:
Education Assistants work as members of the student support team. They play a key role in the implementation of many educational programs for students, performing tasks that can range from helping with academic program activities to reinforcing social/behavioral plans, to providing personal care support. This may include toileting, feeding, and using mechanical lifts, etc.
**Youth Care Worker:**
Youth Care Workers work as members of the student support team. They play a key role in the implementation of many educational programs for students, they may perform tasks that help with academic program activities, but the primary focus is reinforcing social, emotional and behavioural plans.

**First Nations Classroom Support Workers:**
First Nations Classroom Support Workers must have a working knowledge of First Nations culture and contemporary First Nation issues. In particular, First Nations Classroom Support Workers should know about the generational effects of residential school, and the impact that it has on the education system today. Knowledge of traditional protocols is essential as well. Under the direction of the teacher and the supervision of the principal, First Nations Classroom Support Workers work collaboratively with staff on a variety of programs designed to best meet the needs of First Nations students within the context of the school community.

**First Nations Youth Liaison Worker:**
The primary role of the First Nations Youth Liaison Worker is to support students in schools. Under the direction and supervision of the principal, First Nations Youth Liaison Workers will work collaboratively with the staff and First Nations Communities on a variety of programs designed to best meet the needs of First Nation students within the context of the school community.

**Parent/Guardian:**
The parent/guardian provides current home and medical information about the student, ensures that the student gets to school, and follows up on any school concerns that are raised. The parent/guardian shares in ongoing home/school communication, directs questions or program comments to the classroom teacher or learning support teacher, and attends team planning and review meetings.

**Student:**
Students have responsibilities as team members. They are expected to attend school, participate in the educational program provided, follow school and classroom rules, and complete assignments or activities to the best of their ability. If it is appropriate students should be involved in their program planning and help to set their own goals.
CONFIDENTIALITY

Confidentiality is an ethical issue of great importance. Parents, students and other colleagues can be devastated by a breach of confidentiality. Education Assistants are governed by the Freedom of Information and the Protection of Privacy Act.

Guidelines regarding confidentiality

The day-to-day operations of the school are confidential. What happens in the school environment should not be discussed outside of the school setting. How teachers, principals or other school personnel interact with each other or with students is confidential and must remain at the school. If an education assistant has a concern about an issue, the appropriate manner to address the issue is through the District Communications Protocol found in the School District#27 publication, Communicating Effectively.

Education assistants should not talk about issues related to students with whom they work with anyone, other than those who need to know. (For example, a teacher who has no involvement with the student with whom the education assistant works should not be hearing confidential information about that student).

Education assistants must not respond to requests for information on a student from parents, coaches or members of the community, including relatives of the student. Should such requests be made, refer the individual to the teacher of the student or to the principal.

Education assistants should not respond to inquiries from anyone regarding information about school relationships, quality of educational programs, etc. Refer such inquiries to the principal.

Education assistants should be aware of the venue in which they are sharing confidential information. Discussing confidential information in a staffroom, hallway or public area where they may be overheard is inappropriate. This is especially true of conversations that occur off school property.

Education assistants should not review student files or reports. If you feel you are lacking information, direct your questions to the classroom teacher, learning support teacher or specialist teacher.
PARENT/EDUCATION ASSISTANT INTERACTIONS

Parents will often ask questions about the progress of their child. Education Assistants are not to report to parents. The education assistant reports to the teacher. Under the School Act the teacher has the responsibility to report to the parent/guardian.

Care must be taken in the dialogue between caregivers, education assistants and parents when picking up or dropping off students. Any questions or concerns must be directed to the child’s teacher. It is important that they not discuss any of the classroom tasks or educational concerns with the parent or caregiver. This is the classroom teacher’s responsibility. The Education Assistant is there to support the classroom teacher with the student with special needs.

Remember that the education assistant’s role is to support the educational program of the student and any parental concerns must be directed to the teacher. The education assistant should never be placed in a position or assume a position that interferes with the communication between the parent and the teacher.

Education assistants must maintain a professional distance from the individual students with whom they work. This is not to say that they should not be warm and caring, but it can be detrimental to the student when a professional caregiver becomes enmeshed in the student’s life. The education assistant’s responsibility to the student is when the student is in the school or otherwise engaged in his/her educational program. Spending excessive time with the student outside of these parameters is inappropriate.
1) Education assistants speak and act toward students with respect and dignity regardless of the student’s behaviour or ability.

2) Education Assistants recognize the need to encourage independence in students to do the work themselves. This is important even though it may take longer, may not be as correct or as neat as it could be without additional assistance. They must refrain from "helping" students in the interest of expediency and allow the students to organize and manage their own materials rather than doing it for them.

3) Education assistants recognize that the teacher is responsible for all activities in the classroom.

4) Education assistants respect the confidential nature of information concerning students. Information about a student is not shared with anyone other than the teacher or other student support services personnel as is appropriate. School district personnel are governed by the: Freedom of Information and the Protection of Privacy Act.

5) Education assistants are not teachers. Education assistants work under the direction of a teacher or principal. They do not act independently, develop lesson plans, assignments, Individual Educational Plans or write reports.

6) Education assistants respect the confidential nature of information regarding all aspects of the day to day operation of the school. Information regarding students, teachers, the principal or other school district personnel is not shared outside of school.

7) Education assistants do not communicate directly with parents and others about student progress or difficulties.

8) Education assistants redirect any inquiries or concerns regarding a student’s educational program to the teacher. Inquiries or concerns about the school should be directed to the principal.

9) Education assistants need to be aware of the indicators of child abuse and their obligation to report suspicion of child abuse to the Ministry of Children and Family Development. (see the B.C. Handbook for Action on Child Abuse and Neglect)
ABSENCES

Student Absences
Often students are absent from school for short periods of time. As per the collective agreement, where a Education Assistant works one-on-one one with at student and that student is absent for five days or less, the Education Assistant may report for work and alternate duties will be assigned, or the Education Assistant may choose not to report for work and not be paid, but may request to be paid from their accumulated vacation bank.

EA Absences:
When an Education Assistant is absent from school the Education Assistant is not replaced until after the third day of absence unless the student they are working with cannot safely attend school without them.

Reporting Absences:

Central Scheduling
The hours for Central Scheduling are: Monday to Friday: 6:00 am to 1:30 pm The Scheduling Answering Machine is available 24 hours a day, 7 days a week. Telephone Number(s): Local calls – 250-392-7137 Toll Free – 1-800-667-5615
The Scheduling Office is often extremely busy. Your help in making our job easier is greatly appreciated. Reading and understanding the suggestions/comments (noted below) will assist in making our working relationship efficient and effective. Call-out-times are 6:30 am to 9:00 am and 12:00 pm to 1:00 pm (or the lunch hour of your school). Please ensure that your phone line is available during these times. We will not leave a message on your voice mail or answering machine or with anyone who answers. If you are going to be away from the telephone, please have your cellular phone turned on or provide our office with an alternate number. Please have a pen and paper at your telephone to help expedite the phone call. Our system allows for 'blocking off' unavailable employees for any time during the school year. If you know you will not be available, you must inform us. If you find yourself ill upon waking in the morning, please call in. This will allow you to fall back asleep without us calling you for work.

1. We do track refusal calls, unanswered calls, and calls answered by an answering machine or voicemail. We will be deactivating anyone on the Casual list who has a combination of more than three refusals, or unanswered calls.
2. Our expectation is that you will be available for work for the majority of the year. We need you to advise us in advance of any unavailability periods, particularly longer than a week.
3. All scheduling is done through the Scheduling Office. If you find that you have been asked to work and have not been contacted from the Scheduling Office, please call us. You will not be paid if you are not scheduled from our office.
All Support Staff
When calling in a leave of absence, please leave the following information in this order:
1. Your name
2. Reason for absence
3. Position (i.e. EA, First Nations Support, Youth Worker, Secretary, etc.)
4. Actual hours of work (start and end time)
5. School / work site
6. Special events or additional information
7. Date/s absent

How the Scheduling Office schedules for absent teachers:
Classroom and Student needs are of utmost importance when scheduling for absent teachers. Therefore, the goal of the Scheduling Office is to place a qualified replacement teacher in the classroom. The second goal is classroom continuity. For example, if a TTOC has been in a specific classroom several times, the same TTOC will likely be asked to return. TTOCs are scheduled on a rotational basis to ensure a fair distribution of shifts. If you have concerns regarding scheduling practices, please call our office.
OUTLINE OF RESPONSIBILITIES

Teachers and Education Assistants (Education Assistants, youth care workers, First Nations classroom support workers) work together to facilitate effective programming for students. Within this collaborative process, it is important to be aware of some specific job responsibilities as well as those that are shared. The following charts provide more detail about these responsibilities, but are not intended to be used a comprehensive listing of everything that might or should be included. Although all responsibilities listed for Education Assistants also apply for First Nations classroom support/youth care workers, a key difference to note is the depth and breadth of the responsibility, particularly in the involvement with cultural issues, families and outside agencies.

1. Designing programs, planning and organizing learning experiences for students shared: Teachers and Education Assistants discuss learners’ strengths and weaknesses in order to consider the most appropriate areas for program focus. They discuss relevant confidential information and clarify ways in which the student support worker can assist the teacher with instructional programs, classroom management, and learning activities.

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<tr>
<th>TEACHER/LEARNING SUPPORT TEACHER</th>
<th>EDUCATION ASSISTANT</th>
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<tr>
<td>Designs instructional program.</td>
<td>Shares information with student support team to support design of IEPs, learning activities and transition plans.</td>
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<tr>
<td>Develops IEPs and plans learning activities.</td>
<td>Uses adapted strategies/activities to accommodate individual learner needs/styles.</td>
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<tr>
<td>Identifies responsibilities of individual members of student support teams</td>
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<td>Determines and develops appropriate modifications and adaptations to align with IEP goals/objectives.</td>
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<tr>
<td>Provides instructional learning resources.</td>
<td>Under the direction of the teacher assists with the preparation of instructional learning resources.</td>
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<tr>
<td>Monitors and advocates for the appropriate resources necessary for the student support worker to carry out his/her duties.</td>
<td></td>
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<tr>
<td>Provides the requisite information regarding the classroom management structure, behaviour plan and expectations for students.</td>
<td>Carries out work within developed structures and plans, being consistent with expectations for students in the IEP.</td>
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</table>
2. Service delivery: Implementing programs for students with special needs. Shared: Teachers and Education Assistants deliver an instructional program as outlined in the IEP. They monitor and review student progress on an ongoing basis. They examine, discuss and refine specific techniques, strategies and practices in response to student progress.

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<th>TEACHER/ LEARNING SUPPORT TEACHER</th>
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<tr>
<td>Instructs, supervises and facilitates student learning. Reviews and reinforces concept and skill development with individual students and student groups.</td>
<td>Facilitates student learning individually and in small groups. Reviews/reinforces learning activities using lesson plans and learning strategies developed by the teacher.</td>
</tr>
<tr>
<td>Develops individualized, appropriate behavioural programs. Models techniques for student support workers to use in providing instructional and behavioural assistance.</td>
<td>Implements the techniques and strategies as demonstrated. Documents, monitors and reports to teacher on program/strategy.</td>
</tr>
<tr>
<td>Seeks assistance of administrative officer to provide an appropriate workplace for the support worker.</td>
<td>Implements specific techniques and monitors effectiveness of workplace settings and reports concerns to teacher/administrator.</td>
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3. Assessing, evaluating, reporting and recording progress. Shared: Teachers and Education Assistants discuss information gathered from student performance in learning and assessment activities. They clarify data requirements and refine procedures for gathering data in response to student performance.

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<tr>
<td>Ensures assessment and learner profiles are current.</td>
<td>Monitor/Supervise classroom activities while teacher works with small groups or individual.</td>
</tr>
<tr>
<td>Evaluates progress according to goals in IEP. Provides training and direction for specific assessment procedures.</td>
<td>Carries out functional (informal) assessment activities as planned by the teacher to assist in developing learner profiles.</td>
</tr>
<tr>
<td>Convenes/attends meetings of student specific support team.</td>
<td>May attend meetings of student specific support team during the school day.</td>
</tr>
<tr>
<td>Reports to parents through (a) Informal, ongoing (b) Formal written reports</td>
<td>Observes and documents learner strengths, achievements and needs in daily learning activities. Assists in the collection and sharing of data for the purpose of evaluating student progress.</td>
</tr>
<tr>
<td>Maintains required school, school district and provincial records.</td>
<td>Provides specific, measurable and observable information to teacher for home/school communications and reports. Assists in maintaining learner records required by school, school district or provincial policy.</td>
</tr>
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</table>
4. Developing supportive environments for learners, families, and school and district staffs.
Shared: Teachers and Education Assistants engage in problem-solving activities to discuss concerns that arise in service delivery to students. This may include the school Principal. They maintain confidentiality while following school, district and provincial policies and procedures to protect the health, safety and well-being of children, youth and staff. They discuss workplace concerns and work together to resolve interpersonal issues and build respectful relationships.

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<tr>
<td>Utilizes the effective communication practices of the district to maintain effective communication and problem solving between all team members.</td>
<td>Utilizes the effective communication practices of the district to maintain effective communication and problem solving between all team members. Shares concerns to facilitate early problem solving with team members.</td>
</tr>
<tr>
<td>Remains current in school, district and provincial policies and procedures. Reviews and monitors that policies are being implemented. Shares information about policies.</td>
<td>Remains current in school, district and provincial policies and procedures. Reviews, monitors and shares information regarding implementation of policies.</td>
</tr>
<tr>
<td>Shares current student related information on behaviour, social, emotional and physical health on a need to know basis. Maintains confidentiality of shared student information.</td>
<td>Shares current student related information on behaviour, social, emotional and physical health on a need to know basis. Maintains confidentiality of shared student information.</td>
</tr>
<tr>
<td>Requests that appropriate health or other training is provided to support staff. Follows established protocol and collective agreements regarding administration of medicine and/or medical procedures.</td>
<td>Carries out personal and health care routines as trained and directed. Follows all established reporting procedures. Follow established protocol and collective agreements regarding administration of medicine and/or medical procedures.</td>
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COLLABORATIVE CHECKLIST

This document is intended as a beginning discussion guide for case managers and Education Assistants to collaboratively plan the specific duties of the position. It is not intended to be inclusive or prescriptive. Some components will not apply to every support situation, while other duties as assigned may be identified and added.

Instructional support:
- reinforce/review lessons and concepts presented by the teacher
- supervise independent or small-group work
- monitor/supervise classroom activities while teacher works with individuals or small groups
- help students work on assignments or projects
- carry out drill and practice activities
- help students select library books
- listen to students read
- read to students
- scribe for students

Behaviour management:
- reinforce appropriate behaviour in accordance with school/classroom rules
- model appropriate behavior
- encourage positive student behaviour
- supervise time-out
- help students keep materials organized and available
- check that students complete tasks and meet deadlines
- support development of positive peer relationships and self-esteem
- provide appropriate emotional support for students
- supervise students during recess/lunch or other out-of-class activities

Personal care assistance:
- toileting
- personal hygiene procedures
- seizure management
- feeding
- administer medications
- assist with clothing/dressing
- positioning
- assists with mobility
- transferring/lifting students (e.g. wheelchair to change tables, wheelchair to floor, etc.)
- using the lift to transfer student
- assist students in wheelchairs as directed
Classroom organization:

- check for work completion
- mark routine student work (e.g., spelling tests, math drills) as directed by teacher
- file student papers
- record grades
- enter information in computer programs/files
- take attendance
- operate assistive equipment or technology

Student evaluation support:

- observe and record academic behaviour and progress
- observe and record social behavior
- complete informal checks of student progress

Preparation, collection and distribution of materials:

- make instructional games under the direction of the teacher
- prepare learning centres
- prepare displays
- locate/prepare instructional materials
- hand out/collect materials
- duplicate materials
- create modified materials (e.g., record stories, video or audio taping, visual schedules/supports)

Supervise and participate in school and community activities designed to enhance life skills:

- field trips/community exploration
- shopping trips
- swimming, skating (active participation expected)
- work study/work experience (as job coach)
- use of public transportation

Participate in meetings or discussion for the purpose of program planning review or reporting:

- regular progress
- communication records
- contribute to program planning sessions
- participate in review meetings
- assist in student time-tabling
RESOLVING INTERPERSONAL ISSUES

Difficulties may arise in the classroom. They may be personal, procedural or related to the performance of students or staff. Due to a variety of reasons, people sometimes ignore or postpone dealing with a problem that involves disagreements or conflicts with the other adult(s) with whom they work. Finding mutually acceptable solutions is not always easy. School District #27 has an established communications protocol that should be used to deal with difficulties or disagreements. (see attached “Communicating Effectively” brochure. To view brochure online, go to www.sd27.bc.ca and look under the family tab).

MISSION, VISION, AND VALUES

Mission: Ensuring all students have meaningful learning experiences, empowering them to succeed in an ever changing world

Vision: We envision an encouraging and understanding learning environment where everyone demonstrates a sense of belonging, mastery, independence and generosity

Values: The Pillars of Support for the School District No. 27 Mission and Vision are characterized by the following four core operating values:

- Respect
- Responsibility
- Kindness and Caring
- Acceptance

These statements act as a guide for the School District’s decisions around its learning priorities, its practices, its policies, its processes and its budget allocations. The Mission, Vision, and Values focus on providing a holistic and supportive learning experience to children.

We recognize that from time to time, in working towards a common vision, differences arise. The following guidelines assist in communicating effectively:

- Start with the person whose action has given rise to the concern or problem.
- All person’s rights to confidentiality will be respected.
- Always give each step a chance to correct the problem before proceeding to the next step.

School Trustees are also available, as your elected representatives, to guide you in this process. The “Speaking Up” parent guide is available at www.bccpac or contact BCCPAC: 1-866-529-4397 / linfo@bccpae.bc.ca.
Steps in Resolving Interpersonal Issues

When problems arise, it is best to try to solve them through communication. The following approach is based on two people working together to come to agreement on an issue. It is designed to allow both parties to address problems in a non-confrontational manner. There

Communication Protocol

The communication protocol is designed to provide a framework for finding solutions for differences that arise from actions or decisions made throughout our School District.

It is hoped this process leads to a satisfactory solution quickly and effectively. Throughout the process every effort will be made to ensure confidentiality.

If a student initiates an appeal, an adult may be present at any stage of the process.

These guidelines are meant to help you. If you need assistance please contact either the office of the Secretary-Treasurer or Superintendent at 250.398.3800.

Step 1: School District Employees
(Try and resolve the issue at the source)

- Identify the specific problem (list specific examples that illustrate the problem).
- Make an appointment to see the person with whom you have a concern, one-on-one.
- Respectfully express your concern.
- Ensure mutual understanding of the concerns.
- Together, explore possible solutions.
- Together, set up an action plan with times, dates and follow-up.
- If a resolution cannot be reached, inform the other party and move to the next step.

Step 2: Immediate Supervisor
(Principal and Department Managers (Contact the School Principal or office of the Superintendent or Secretary-Treasurer if you are unsure of whom to contact))

- Make an appointment with the immediate supervisor.
- Identify the concern and establish what has been done to reach a solution.
- The supervisor will help explore further options to resolve the concern.
- Together set up an action plan with time, date, and follow-up.
- If a resolution cannot be reached, move to the next step.

Step 3: District Senior Management

- Contact either the office of the Superintendent or Secretary-Treasurer and identify the concern and what you have done to resolve it.
- A meeting between you and the appropriate District Senior Manager will be made so that you can explain the problem and what you have done to resolve it. The District Senior Manager will work with you in an attempt to reach a satisfactory solution.
- Together set up an action plan with times, dates, and follow-up.
- If no solution can be reached, the next step is to contact the Superintendent.

Step 4: Superintendent of Schools

- Contact the Superintendent in writing and identify the concern and what you have done to resolve it. This should be done within 30 days after the decision from Step 3 was made.
- A meeting date with the Superintendent will be set.
- You will be advised in writing of the Superintendent’s decision.
- If you are not satisfied with the decision you may appeal to the Board of Education.

Step 5: The Board of Education

After being informed of the decision that is being appealed, a completed Notice of Appeal Form must be submitted to the Secretary-Treasurer within fifteen (15) school days.

Once a meeting date with the Board of Education has been set, you will be notified and invited to attend. You will have an opportunity to explain your position.

You will be notified in writing within 45 days of the Board of Education’s decision.

Certain decisions of the Board of Education may be appealed under Section 11.1 of the School Act.

Superintendent of Achievement Section 11.1 of the School Act

The School Act states that either a student or a parent/guardian of a student can appeal a decision of a Board of Education.

Not all decisions made by a Board of Education can be appealed to a Superintendent of Achievement, under section 11.1 of the School Act. The decision must have been made by an employee of a Board of Education and significantly affect the education, health or safety of a student and fall within the allowable grounds.

Refer to www.studentappeals.gov.bc.ca to check the allowable grounds, and to obtain a provincial “Notice of Appeal” form.

Submit the Notice of Appeal form and a copy of the Board of Education decision, within 30 days after receiving the decision of the Board of Education, to the Office of the Registrar, Student Appeals Branch.
can be times, however, when it will be necessary for a teacher to make a decision that doesn't reflect the assistant's thinking or preferences. By maintaining open lines of communication and respect, these problems can be kept to a minimum and addressed promptly.

<table>
<thead>
<tr>
<th>Collaborative Problem</th>
<th>Communicating Effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and clarify the issue/problem.</td>
<td>Put the problem into your own words. Make sure both parties have the opportunity to express themselves.</td>
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<tr>
<td></td>
<td>&quot;I feel... when... because... I'm concerned about...&quot;</td>
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<td></td>
<td>&quot;Let me see if I understand you correctly. You...&quot;</td>
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<tr>
<td>2. Try to determine the causes of the problem.</td>
<td>Get to the heart of the problem. What circumstances or events led up to it? Be specific and try to keep to facts. Again, both parties must agree on the nature of the problem before moving on.</td>
</tr>
<tr>
<td></td>
<td>&quot;It seems the problem started with&quot;</td>
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<tr>
<td></td>
<td>&quot;These things have happened&quot;</td>
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<tr>
<td>3. Brainstorm/identify potential solutions</td>
<td>Brainstorm as many ideas together as you can. Try not to think about the pros/cons at this stage.</td>
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<td></td>
<td>&quot;Let's try to come up with some ideas and not evaluate them until we've listed them.&quot;</td>
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<td></td>
<td>&quot;What ideas do you think might resolve this issue?&quot;</td>
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<td></td>
<td>&quot;Let's see if we can work out some ideas together.&quot;</td>
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<tr>
<td>4. Analyze/evaluate the solution alternatives</td>
<td>Evaluate each idea listed. Narrow down the potential solutions and consider their possibility of success.</td>
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<tr>
<td></td>
<td>&quot;Okay, which ideas might work?&quot;</td>
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<td></td>
<td>&quot;How do you feel about...?&quot;</td>
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<tr>
<td>5. Choose a solution.</td>
<td>Select an option with input from both parties. Make sure that there is mutual agreement on the choice.</td>
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<tr>
<td></td>
<td>&quot;Have we decided on something?&quot; &quot;Is this what we want?&quot;</td>
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<tr>
<td></td>
<td>&quot;Will this address our problem?&quot;</td>
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<tr>
<td>6. Make a commitment, monitor the results, and plan a time to evaluate.</td>
<td>Acknowledge that the solution may take time to work. Plan a time to get together again to decide if the problem has been successfully solved, or if some further action is required.</td>
</tr>
<tr>
<td></td>
<td>&quot;We have agreed to... is that right?&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Shall we do this for a week and then talk about it on (set a date and time)?&quot;</td>
</tr>
</tbody>
</table>

Suggested Process for Resolving Interpersonal Issues

- Utilize the steps in the Communicating Effectively brochure.
- At any time you may seek the assistance of a union representative to assist.
COMMUNICATION EXPECTATIONS

Use the following guidelines for effective communication with school, staff and parents:

• Communicate with your teacher as needed, discuss issues and plan for next steps.
• Try to be precise when following instructions. A clear written outline of your daily schedule is helpful.
• Ask if you do not understand. Making assumptions often creates confusion or misunderstanding.
• Discuss concerns privately as soon as possible. Do not let them intensify by ignoring them.
• Ask for your teacher’s feedback on your participation in classroom routines and activities.
• Direct parents and other staff to the teacher as the main source of information about the student.
• Avoid answering evaluation questions that come from parents. Direct questions to the teacher.
• Avoid conversations with parents and community members in public places.
• Involve the teacher in all school-home communication. Notes and forms coming from home need to be given to the teacher. Notes home to parents need to be approved and signed by the teacher.
• Discuss with the teacher any new idea you would like to try before you attempt to carry it out.
Appendices

A. Education Assistant Checklists for Non-Academic Learning
   a. Health Care and Hygiene
   b. Supporting Behaviour Management Routines
   c. School and Community Activities to Enhance Life Skills
   d. Transportation Requirement

B. Education Assistant Checklists for Academic Learning

C. 19 Ways to Step Back

D. Education Assistant Orientation Check List
   a. School Personnel
   b. School Routines/Rules
   c. Student Specific Information
   d. Education Assistant Specific Information

E. Job Descriptions
EDUCATION ASSISTANT CHECKLIST FOR NON-ACADEMIC LEARNING

Education Assistants may be required to perform some or all of the following tasks as directed by the teacher:

Health Care and Hygiene:
- review the I.E.P. and/or personal care protocols
- help with mobility
- assist with positioning in order to promote independence
- assist with toileting
- assist with the preparation of food and/or feeding
- be aware of the procedures for seizure management
- assist with dressing
- provide assistance for washing hands/face
- assist with personal care (catheterization, etc.)

Supporting Behaviour Management Routines:
- review any safety and/or behaviour plans that are in place as outlined in an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP).
- reinforce appropriate behaviour in accordance with the behaviour plan
- model appropriate behaviour and language
- encourage positive student behaviour
- supervise students to ensure they complete tasks and meet deadlines set by teacher

School and Community Activities to Enhance Life Skills as directed by the teacher:
- provide responsibility training (jobs around the school) as required
- participate in field trips as required through the I.E.P.
- plan and facilitate shopping trips to promote the skills set out in the I.E.P.
- implement cooking programs to promote the skills set out in the I.E.P.
- participate in leisure activities (swimming, horseback riding)
- provide experience using public transportation (schedules/riding bus)
Preparation of Materials (materials prepared for students are the property of School District #27)

- locate instructional materials
- duplicate materials
- adapt instructional materials to meet student's needs
- make instructional games to support classroom and adapted materials
- prepare displays

Supporting Academic Learning:

- help students work on drill and practice activities (provided by teacher or other support professionals)
- supervise and assist individuals and small groups
- help students with assignments and/or projects, reinforcing the concepts presented by the teacher

Supporting Academic Learning Through Technology:

- become familiar with any technology used by the student including accessible adaptations
- become familiar with positioning and access issues around the student's technology
- provide guided practice as the student becomes familiar with the equipment and programs

Technical and Non-Technical Communication Materials for Supporting Students:

- assist with the preparation of a picture schedule system
- assist with the preparation of a format to support choice making
- assist with the design and implementation of student's communication books, board, remnant books and/or technical devices
- actively maintain and update the student's communication systems for classroom use
- actively use the technical and non-technical devices to assist the student in communicating his/her needs
- provide daily practice with the communication materials

Routine Record Keeping:

- file student papers
- correct assigned activities
- observe and record observations (when requested)
- complete informal objective checks of student progress using teacher's pre-set format.
- record marks
- take attendance
**Ways to Step Back**

- Pause before answering or helping.
- Sit on your hands for a whole task while you practice giving verbal instructions rather than physical cues.
- Pat yourself on the back every time you provide information and resist helping with thinking.
- Schedule in advance a brief task or time period when you commit to no intervention no matter what (unless safety is compromised). See what happens. Reintroduce assistance only as needed.
- Sit further away. If you have been within arm’s reach, sit just within earshot. If you have been sitting just within earshot, sit across the room.
- Take data instead. Keep a tally of the number of times in a lesson students appropriately go to their teacher instead of you.
- Call on the student’s learning partner (buddy).
- Catch yourself before you correct students' work. Remember, this is about students' skills not yours.
- Teach students to decline assistance, "Thanks, but please let me try it by myself."
- Phase out cues.
- Have students discreetly ask their classmates for information: "what page are we on?"
- Remind yourself that you are stepping back so that students can become independent. It’s harmful when you cover for them. Don’t be responsible for holding them back in this area.
- Make sure that the team members (especially the Principal) know why you are stepping back, so it doesn’t seem like you are shirking your responsibilities.
- Clock how long it takes for students to do things independently, such as the extra time needed to start zippers, pick up dropped papers, or find page numbers may seem eternal but actually last only a few seconds.
- Tell other adults in the classroom that you’re going to step back and ask them to remind you when you should do this.
- Let the classroom teacher serve as a clearinghouse for all questions or needs. Students ask their teachers. The classroom teacher then decides to (a) respond themselves, (b) delegate other adults or students to help, or (c) asks the students to try to work it out alone.
- Let your students make mistakes and get into trouble. It's part of the human experience!
- Post a sign: "Could I be doing less?"
- Acknowledge your impulse to make students’ day go smoothly. There's a reason you chose the helping profession.


**REMEMBER:** YOU HAVE DONE YOUR JOB WHEN YOUR STUDENT IS INDEPENDENT.
WORKER'S REPORT OF INJURY OR OCCUPATIONAL DISEASE TO EMPLOYER

Section 5(3)(c) of the Workers Compensation Act requires that, where a worker is fit, and on request of the employer, they must provide the employer with particulars of the injury or occupational disease on a report provided by WorkSafeBC and supplied to the worker by the employer. This is the report authorized by WorkSafeBC. If requested by employer, please complete this report as it appears. Submit directly to employer. Do NOT submit to WorkSafeBC.

This report should be completed by the injured worker at the time of the injury. It can be completed by another individual for signature by the injured worker.

<table>
<thead>
<tr>
<th>Worker information</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>WorkSafeBC claim number</td>
<td>Firstname</td>
</tr>
<tr>
<td>Date of birth (yyyy-mm-dd)</td>
<td>Social insurance number</td>
</tr>
<tr>
<td>Address line 1</td>
<td>Address line 2</td>
</tr>
<tr>
<td>City</td>
<td>Province/state</td>
</tr>
<tr>
<td>Home phone number (private)</td>
<td>County (not Canada)</td>
</tr>
<tr>
<td>Occupation</td>
<td>Postal code/zip</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer information</th>
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</thead>
<tbody>
<tr>
<td>Employer organization name</td>
<td>Operating location (branch)</td>
</tr>
<tr>
<td>Address line 1</td>
<td>Address line 2</td>
</tr>
<tr>
<td>City</td>
<td>Province/state</td>
</tr>
<tr>
<td>Employer contact name</td>
<td>Fax</td>
</tr>
<tr>
<td>Business phone number (private)</td>
<td>Business phone number (work)</td>
</tr>
<tr>
<td>Name of person</td>
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<table>
<thead>
<tr>
<th>Incident information</th>
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<tbody>
<tr>
<td>Date and time of incident (yyyy-mm-dd a.m. or p.m.)</td>
<td>Place of injury or occupational disease (yyyy-mm-dd)</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td>Injury or disease was first reported to employee on (yyyy-mm-dd)</td>
<td>Date of first aid given (yyyy-mm-dd)</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>Name of person on injury or occupational disease was first reported to</td>
<td>Name of first aider</td>
</tr>
<tr>
<td>4.</td>
<td>7.</td>
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<tr>
<td>Did you receive first aid?</td>
<td>Yes</td>
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<tr>
<td>8.</td>
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<tr>
<td>Did you go to the hospital, a medical clinic, or see a physician?</td>
<td>Yes</td>
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<tr>
<td>9.</td>
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<tr>
<td>Name of physician or provider (if known)</td>
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<td>10.</td>
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<tr>
<td>Address of physician or provider (if known)</td>
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<tr>
<td>11.</td>
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<tr>
<td>Did you receive any recent pain or disability in the area of your reported injury?</td>
<td>Yes</td>
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<tr>
<td>12.</td>
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<tr>
<td>Place of injury or occupational disease being used?</td>
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<tr>
<td>13.</td>
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<tr>
<td>Was there any witnessed?</td>
<td>Yes</td>
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<tr>
<td>15.</td>
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<tr>
<td>Describe how the incident happened</td>
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<td>16.</td>
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<tr>
<td>Describe the injury in detail (not part of the diagnosis made)</td>
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<td>17.</td>
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<tr>
<td>Blisters</td>
<td>Laceration</td>
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<tr>
<td>18.</td>
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</table>

WORKERS' COMPENSATION BOARD OF B.C.
<table>
<thead>
<tr>
<th>WHO IS THE PERSON RESPONSIBLE FOR THE FOLLOWING?</th>
<th>CLASSROOM TEACHER</th>
<th>PVP</th>
<th>TA</th>
<th>LST</th>
<th>DISTRICT SUPPORT SERVICES TEAM</th>
<th>SCHOOL-BASED WORKING TEAM</th>
<th>PARENT</th>
<th>STUDENT</th>
<th>FNLW</th>
<th>MINISTRY</th>
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</thead>
<tbody>
<tr>
<td>Refers through the school-based team for support services.</td>
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<tr>
<td>Reads student file in September. (upon arrival)</td>
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<tr>
<td>Calls and organizes the I.E.P. meetings.</td>
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<tr>
<td>Is responsible for ensuring the student’s health/safety needs are met.</td>
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<td>Prepares lesson plans.</td>
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<tr>
<td>Communicates with parents regarding progress and concerns.</td>
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<tr>
<td>Ensures the I.E.P. is being followed.</td>
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<tr>
<td>Organizes who should attend the School-Based Team Meetings.</td>
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<tr>
<td>Writes the student’s report card.</td>
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<tr>
<td>Monitors student progress.</td>
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<tr>
<td>Participates in the development of I.E.P. goals.</td>
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<tr>
<td>Acts as case manager.</td>
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<tr>
<td>Accesses support from outside agencies, i.e., M.C.F.D.</td>
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<tr>
<td>Decides when to review the I.E.P. outside of the scheduled time.</td>
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<tr>
<td>Records, types and distributes minutes.</td>
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<tr>
<td>Attends I.E.P. meetings.</td>
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<tr>
<td>Organizes TA generic schedules.</td>
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<tr>
<td>Trouble shoots daily problems.</td>
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<tr>
<td>Communicates with TA regarding class expectations or activities.</td>
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<tr>
<td>Pertinent student issues are communicated to team members on a need to know basis.</td>
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<tr>
<td>Organizes educational (blue) support file.</td>
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<tr>
<td>Provides info on support program(s) for report card</td>
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</tbody>
</table>
## Guidelines: Case Management Roles and Responsibilities

<table>
<thead>
<tr>
<th>Who Is the Person Responsible For the Following?</th>
<th>Classroom Teacher</th>
<th>PWP</th>
<th>TA</th>
<th>LST</th>
<th>District Support Services Team</th>
<th>School-Based Working Team</th>
<th>Parent</th>
<th>Student</th>
<th>FNLW</th>
<th>Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers through the school-based team for support services.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reads student file in September (upon arrival)</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calls and organizes the I.E.P. meetings.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Is responsible for ensuring the student’s health/safety needs are met</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Prepares lesson plans.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Communicates with parents regarding progress and concerns.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Ensures the I.E.P. is being followed.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Organizes who should attend the School-Based Team Meetings.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Writes the student’s report card.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Monitors student progress.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Participates in the development of I.E.P. goals.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Acts as case manager.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Acts as support from outside agencies, i.e. M.O.O.D.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Decides when to review the I.E.P., outside of the scheduled time.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Records, types, and distributes minutes.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Attends I.E.P. meetings.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Organizes TA generic schedules.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Troubleshoots daily problems.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communicates with TA regarding class expectations or activities.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pertinent student issues are communicated to team members on a need-to-know basis.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Organizes educational (blue) support file.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Provides information support program(s) for report card.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
</tbody>
</table>
Preamble
The purpose of this policy is to provide direction for the restraint of students where required and appropriate.

Policy
In exceptional situations, a supervisory adult may find it necessary to apply physical restraint when a student presents a danger to himself/herself, to others, and/or to property.

 Regulations
The most current Ministry of Education provided Provincial Guidelines regarding physical restraining and seclusion in school settings will be followed by schools. The March 2015 draft is currently attached to these regulations and will be replaced as updates become available.
Definitions

**Behaviour** – The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Understanding that behaviour is communication, the purpose of these guidelines is to promote a response that protects both the individual and other’s safety and well-being.

**Physical Restraint** – is a method of restricting another person’s freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others.

The provision of a ‘physical escort’, i.e., temporary touching or holding of a student’s hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

**Seclusion** – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as ‘time out’, used for social reinforcement as part of a behaviour plan, are not considered ‘seclusion’.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

**Time-out** – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

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1 Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology And Life, 16/e*. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American Psychology Association (APA) website July 10, 2014:

Introduction

Student access to an effective educational program is a basic right of each student in British Columbia’s K-12 education system. Positive and least restrictive approaches in the provision of student supports are considered best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Learning environment design has been shown to have a direct impact on teacher-student and student-teacher and, consequently, on student learning and achievement. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences – rather than punitive, disciplinary ones.

In recent years, our understanding of the ‘learning environment’ has evolved. A wide variety of creative approaches to teaching/learning and to the configuration of physical spaces within and beyond the traditional classroom setting, including accommodations for students’ sensory and self-regulation needs, are employed to support students’ academic and social-emotional learning goals.

Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.

It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problematic behaviours that frequently precipitate their use. There is a growing body of knowledge that shows that continued use can cause harm.

There is evidence that the effective implementation of school-wide programs that support positive behaviour, such as Positive Behaviour Intervention Supports (PBIS), are linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments.

The Ministry’s purpose in providing guidelines for the use of physical restraint or seclusion in school settings is to assist boards of education and independent school authorities in creating and maintaining learning environments that are as safe as possible – for all children and adults.

The Ministry recommends boards of education and independent school authorities use these guidelines to support a multidisciplinary review, discussion and development of individual district policy, protocol and training.
Principles

The British Columbia Ministry of Education supports the following principles regarding the use of physical restraint and seclusion procedures in school settings:

- Behaviour interventions for students must promote the rights of all students to be treated with dignity.

- Behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

- Positive educational/behaviour interventions and mental health supports are provided routinely for all students who need them, and they are provided in a safe and least-restrictive environment.

- Behaviour interventions address the underlying cause of purpose of potentially harmful behaviour.

- Physical restraint or seclusion is used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.

- Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.

- Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans. These plans incorporate positive behaviour interventions, and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.

- It is expected that schools will include among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.

- School and district staff are aware of and engage the assistance of additional program and resource supports that may be available in their community.
Guidelines

The British Columbia Ministry of Education offers the following guidelines regarding the use of physical restraint and seclusion procedures in school settings:

- Where a student’s behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the imminent danger of serious harm to self or others has dissipated.

- Physical restraint and seclusion are used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others.

- It is expected that school/school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.

- It is expected that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

- All school personnel are provided regular opportunities for training in positive behaviour interventions and supports and de-escalation techniques.

- Schools are strongly encouraged to include, among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation techniques to enable them to defuse conflict and crisis situations.

- School personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.

- In cases where a student’s behaviour could potentially cause harm to self or others, the student’s educational planning includes development of:
  - an Individual Education Plan (IEP) outlining the student’s learning outcomes, required learning support services, and instructional and assessment methods
  - a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place
  - an emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, and confirming the formal training of school personnel

- Recurring practice of restraint or seclusion is not common practice in any student’s educational program.
- Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.

- It is critical that:
  - any space used for purpose of seclusion will not jeopardize the secluded student’s health and safety
  - any student placed in seclusion is *continuously visually observed by an adult who is physically present throughout the period of seclusion* and that all health and safety policies or regulations including WorkSafe BC regulations be followed.
  - school personnel able to communicate with the student in the student’s primary language or mode of communication are present at all times

- It is expected that boards of education/independent school authorities/schools, in which physical restraint or seclusion may potentially be used, have in place a physical restraint and seclusion policy:
  - defining physical restraint and seclusion as presented in the Definitions section of this guidelines document (pages 1 and 2)
  - making clear, that restraint and seclusion procedures are emergency, not treatment, procedures
  - requiring that all school staff members be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and that all specialized staff be provided the opportunity to participate in training regarding the use of physical restraint and seclusion
  - requiring that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans
  - requiring documentation of every instance where physical restraint and seclusion of a student occurs
  - requiring prevention/intervention strategies to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual
  - requiring a reporting process or mechanism for recording incidents of physical restraint and seclusion, or the use of ‘time out’ outside of a classroom – and for providing this information to the school district’s superintendent or designate/independent school authority or designate
  - requiring regular review of the physical restraint and seclusion policy to ensure alignment with current research/practice
It is expected that boards of education/independent school authorities/schools, in which physical restraint or seclusion may potentially be used, have in place a physical restraint and seclusion procedures that include, at a minimum:

- a statement that restraint and seclusion procedures are used only as emergency, not treatment, procedures
- description of positive behaviour intervention supports and conflict de-escalation procedures that are in place
- development, by the school-based team, of positive behaviour supports and interventions, behaviour plans, emergency or safety plans for each student whose behaviour could potentially pose imminent danger of harm to self or others
- opportunities for parents and, where appropriate, students to be consulted in the development of these plans
- the student’s behaviour plan, and emergency or safety plan are attached to the student’s IEP, are reviewed regularly, and at least, annually
- follow-up after each incident involving the use of physical restraint or seclusion that includes:
  * notification to the school principal as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
  * notification, by the school principal, to the student’s parent(s)/guardian(s) as soon as possible/always prior to the end of the school day on which the incident has occurred
  * notification to the school district administrator responsible for student support services as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
  * notification to the superintendent or designate as soon as possible after an incident has occurred
  * a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e., preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
- a process and schedule for regular review of physical restraint and seclusion procedures to ensure alignment with current research/practice

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Note: These provincial guidelines regarding the use of physical restraint and seclusion in school settings in British Columbia are derived from a position summary – *Physical Restraint and Seclusion Procedures in School Settings* – published by the Council for Children with Behavior Disorders, a division of the Council for Exceptional Children (CEC), and CEC policy approved by the Council for Exceptional Children Board of Directors, September 2009.

These guidelines were developed with guidance from representatives from the following provincial organizations: Inclusion BC, the Family Support Institute of BC, the BC School Trustees Association, the BC
Confederation of Parent Advisory Councils, the BC Council of Administrators of Special Education, and the 
BC Association of School Psychologists. The Ministry of Education thanks these individuals and 
organizations for reviewing drafts and offering helpful suggestions throughout the subsequent development 
process.