



NANAIMO LADYSMITH
PUBLIC SCHOOLS

Success for All!

Updated September 2020

Education Assistant Guide





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Vision and Philosophy



Vision

Courageous, innovative, inclusive and personalized learning community that inspires success for all.

Mission

To educate all students to become confident, curious and caring citizens by creating an inspiring, inclusive and healthy environment to work, learn and play.

Nanaimo Ladysmith Public Schools values

- ▶ Student Centered
- ▶ Accountability
- ▶ Collaboration
- ▶ Diversity
- ▶ Equity
- ▶ Honesty
- ▶ Inclusion
- ▶ Integrity
- ▶ Mutual Respect
- ▶ Sustainable
- ▶ Transparency

“ Inclusive education implies more than placing students with disabilities in mainstream schools; it means making them feel welcome, respected and valued. Inclusive education is built on values that enhance a person's ability to achieve their goals and embrace diversity as an opportunity to learn. ”

--UN Convention on the Rights of Persons with Disabilities



Inclusion

Inclusion is a student-centered, needs-based approach where ALL students:

- ▶ Reach their potential;
- ▶ Safeguard their dignity and;
- ▶ Experience equitable access to education

Within an Inclusive System, school teams:

- ▶ Differentiate both instruction and assessment
- ▶ Share instruction and curriculum responsibilities between classroom and specialist teachers
- ▶ Integrate technology into all classroom settings
- ▶ Make data-informed decisions regarding a multi-tiered continuum of programs, services and settings to provide targeted supports in the most enabling environment possible (Response to Intervention)
- ▶ Create strong partnerships with parents and the community



NLPS Inclusion Policy

All members of the Nanaimo Ladysmith Public Schools community have the right to expect that policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The Board expects that all students, staff, and members of our school communities will:

- ▶ **adhere to a code of conduct that is educative, preventative and restorative** in practice and response;
- ▶ foster school cultures that are **responsive to the diverse social and cultural needs** of individuals and groups;
- ▶ understand how characteristics of diversity impact the access to, and outcomes of, education;
- ▶ **recognize the injustices of marginalization**, advocate for social justice and promote human rights; and
- ▶ participate in the ongoing development of practices that **promote fair and equitable treatment for everyone**, cultivating mutual respect, civility and a sense of belonging.



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Vision and Philosophy

Continued

Syeyutsus Reconciliation Framework

Truth and Reconciliation is a significant goal of the Nanaimo Ladysmith Public Schools (NLPS). The goal of reconciliation was established by the Board of Education in response to Canada's Truth & Reconciliation Calls to Action and is underpinned by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). In partnership, NLPS and Indigenous Knowledge Keepers are committed to continue working together on the journey of reconciliation.

Ancestral knowledge has taught us that by learning to walk in two worlds we will create a resilient, vital school system and an improved living and learning environment for all of our children and families. Nanaimo Ladysmith Public Schools commits to honouring the land and using this Framework to guide and inform by:

1. Working with our students, staff, indigenous Knowledge Keepers, and community partner groups in a spirit of respect, courage and vulnerability to bridge together different views and beliefs, in a restorative caring way.
2. Providing ongoing and meaningful learning opportunities for all students, staff, and community partner groups.



Questions to consider:

- If land is the source of our well-being, can we do this outside?
- What does the land teach me about relationships?
- What sounds can I hear if I listen closely enough?
- Is there a specific place that we can learn from over the year?
- If we think of the land as our relative, does our behaviour change?
- What do I notice about being out on the land compared to being inside?
- How does the land help me learn about staying healthy in all four pillars?
- Are there Indigenous teachings or stories about this place that I should know?

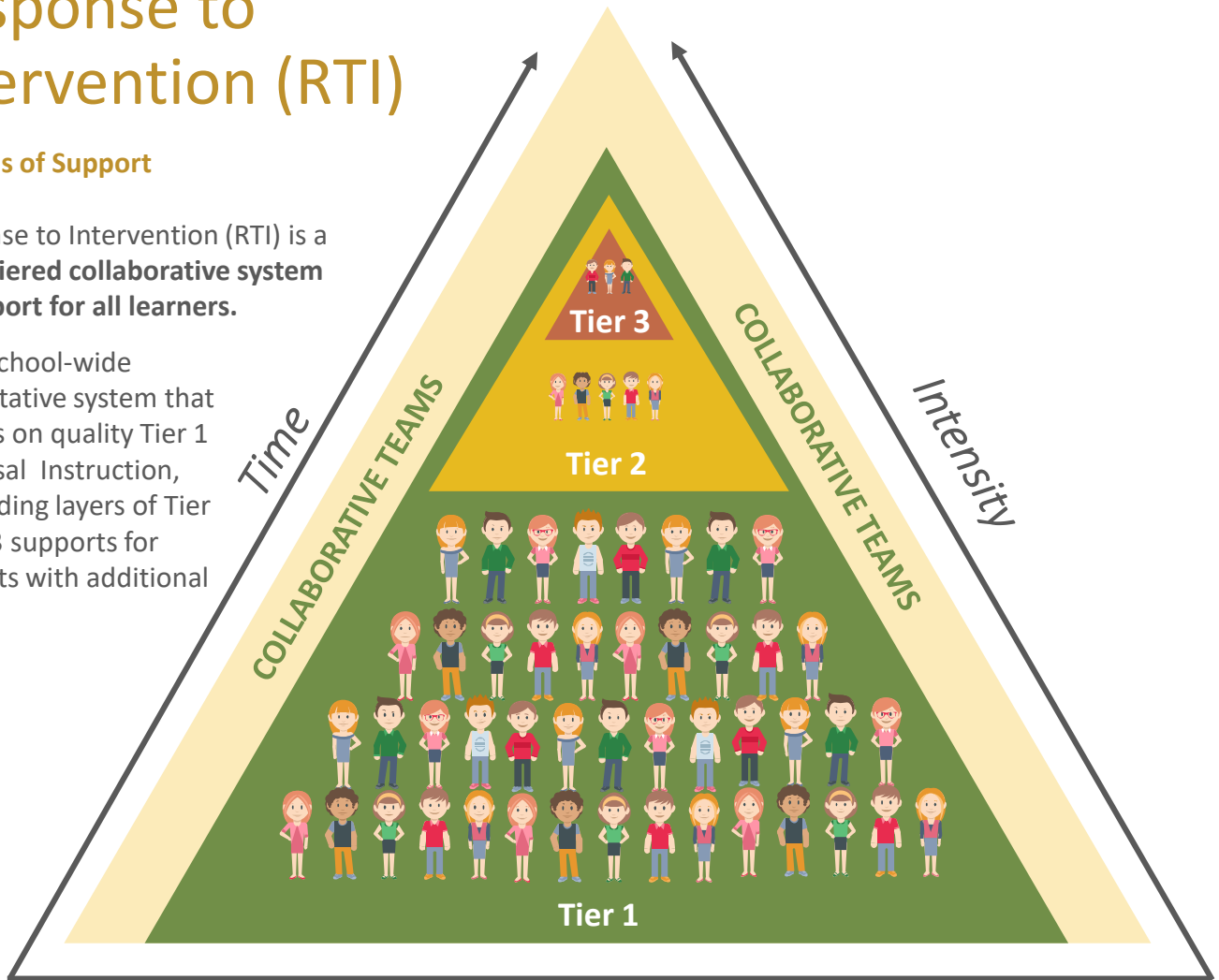


Response to intervention (RTI)

Systems of Support

Response to Intervention (RTI) is a **multi-tiered collaborative system of support for all learners.**

It is a school-wide preventative system that focuses on quality Tier 1 Universal Instruction, and adding layers of Tier 2 and 3 supports for students with additional needs.



Collaborative Approach

Tier 1	Universal Practices	<i>For all students.</i>	<i>effective core instruction for all students</i> <i>evidence-based instructional practices, including differentiated instruction</i>
Tier 2	Targeted Interventions	<i>For students experiencing difficulties, identified through screening and progress monitoring.</i>	<i>targeted, supplementary, frequent instruction delivered in small groups this may occur in or out of a classroom</i>
Tier 3	Intensive Interventions	<i>For students who require specific support and instruction.</i>	<i>small group &/or individual intense, frequent, fast-paced, systematic, supplemental instruction</i>





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CUPE Local 606 Code of Ethics

The CUPE Local 606 Member:

1. Respects human rights.
2. Is sensitive to and respects the cultural background, belief systems, and gender of students, parents and colleagues.
3. Works cooperatively and respectfully with other members of the education team.
4. Directs any criticism of co-worker, to that co-worker confidentially, through Union representation.
5. Maintains confidentiality
6. Serves as a positive role model.
7. As an individual or as a member of CUPE Local 606, does not make an unauthorized representation to outside groups in the name of the Union or the Local.
8. Acknowledges the authority and responsibility of the Canadian Union of Public Employees and will adhere to the obligations and guidelines as set out in the Constitution, Bylaws and current Collective Agreement.

CUPE

A graphic of a white piece of paper with a green tab at the top and the word "Ethics" written in black cursive. The paper has a torn bottom edge and is set against a light green background.

Ethics



Roles and Responsibilities of an EA

Education Assistants work under the general supervision of Principal or designate, providing a range of services for students with diverse needs which include personal care, behaviour support and assistance with educational programs. The assignment of regular duties is based on student needs and the operational needs of the school.

This table provides a quick snapshot of roles within Inclusive Education. Please refer to the “Supporting Student Learning: Roles and Responsibilities” table in the Appendix for additional information.

CLASSROOM TEACHER	INCLUSION SUPPORT TEACHER	EDUCATION ASSISTANT
<p><i>Plan, coordinate, schedule and evaluate curriculum and instructional outcomes for all students</i></p>	<p><i>Collaborate with classroom teacher to support the needs of all students</i></p>	<p><i>Assist and enhance the educational process of all students in both instructional and non-instructional activities</i></p>
<ul style="list-style-type: none"> – Has overall responsibility for students in the class 	<ul style="list-style-type: none"> – Supports team with understanding students’ areas of strength and challenge 	<ul style="list-style-type: none"> – Performs duties under the direct supervision of teachers, to support individual or groups of students, in and out of classroom settings
<ul style="list-style-type: none"> – Collaborates with inclusion support teacher and itinerant specialists to provide universally designed, differentiated, opportunities for learners. – Work collaboratively with inclusion support teacher to provide resources for EAs to use with students 	<ul style="list-style-type: none"> – Assists classroom teachers with resources and strategies to support learners within classroom environments – Work collaboratively with classroom teacher to provide resources for EAs to use with students 	<ul style="list-style-type: none"> – Utilizes strategies and resources <u>provided by teachers</u> to support students with academic and social emotional learning
<ul style="list-style-type: none"> – Assesses and reports on the progress of all learners registered in the class 	<ul style="list-style-type: none"> – Assesses and reports on IEP goals for individual learners – Assesses and reports on progress with respect to targeted interventions 	<ul style="list-style-type: none"> – Provides observational data, as directed by classroom teachers and/or student case managers, to support assessment and reporting process



Communication

Ongoing, open communication will help to prevent misunderstandings or conflict between members of a team.

Some of the elements of effective communication include:

- ▶ The knowledge, skills, and perspectives of both the teacher and the Education Assistant are known, understood and respected. Both teachers and EAs need to be clear about their roles and duties and be receptive to input and suggestions about instructional style and interaction with the students. Differences of opinion or misgivings that are not discussed can damage the relationship and the effectiveness of the team.
- ▶ The EA and teacher should work to develop a common vocabulary and system of non-verbal cues for use in the classroom.
- ▶ The EA must ask for clarification or assistance if the assigned tasks and expectations are not understood.
- ▶ The EA and teacher should discuss the special interests, talents and training that each brings to the team and how they can be used to enhance the delivery or instructional programs to the students.
- ▶ The EA and teacher must promote a spirit of co-operation by regularly collaborating to keep the lines of communication open by discussing plans and procedures, along with any concerns or problems.
- ▶ EAs should review assignments such as hours, breaks, discipline, strategies, school policies, etc. with the administrator. A written outline of your daily schedule is important for you and the teacher and whenever substitutes are required.
- ▶ If you have an idea you would like to try, talk it over with the teacher before implementing any changes. Remember, the ultimate responsibility for the program rests with the teacher.





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Confidentiality of Personal Information

When working in a school, confidentiality is essential. Visitors, volunteers or other members of the community are often present in the hallways or in the staff lounge. Educational Assistants have access to a great deal of confidential information about students, teachers, colleagues and parents. All matters related to the school, personnel, the students and their families should not be discussed outside of educational team meetings.

Parents have the right to expect their child's progress and/or behaviour at school to be kept in confidence. They also have the right to information on the progress of their children. Sharing this information is the responsibility of the classroom teacher and/or the school administration. Therefore, all requests for information should be referred to the classroom teacher.

Education Assistants are expected to adhere to the following guidelines in working with families:

- ▶ Education Assistants participate in meetings, planning and liaison with parents, district staff and health professionals as directed.
- ▶ Education Assistants provide information to teachers for home/school formal/informal communication.
- ▶ Education Assistants may assist the teacher in completing the Home-School Communication Record, **but it is the classroom teacher or administrator who must sign it before it goes home.**
- ▶ Education Assistants may spend a considerable amount of time with a student during the school day and are often present when parents drop off and pick up their children. It is important that EAs do not place themselves in the role of the teacher in communicating with parents. Dialogue at these times should be restricted to friendly greetings and informal interactions. EAs should not provide updates on a student's behaviour or academic progress.
- ▶ Education Assistants should not be texting/phoning/emailing parents about children they support unless directed by an administrator.

In NLPS, Education Assistants refer all parent inquiries/ requests of any nature directly to the teacher/case manager.



Home/School Communication		Student:	Grade:
		Date:	Day: <input type="checkbox"/> Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun
Last Night		Comments/Concerns:	
Bedtime:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Concerns:	
Up in the night:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
From Home	This Morning		
Time up:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Breakfast:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Parent Signature:			
Today I am proud of...			
SAMPLE			
From School			
Tomorrow, I would like to...			
Teacher/Principal Signature:		Email follow up for the day: <input type="checkbox"/> Yes <input type="checkbox"/> No	

School teams are asked to use the **district template for Home-School Communication**. This will be provided by the classroom teacher or student's case manager.

Any anecdotal observations or other data that is collected should be retained at the school and provided to the classroom teacher and/or support teacher, to be used for more formal assessment and reporting documentation.



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Nonviolent Crisis Intervention

Education Assistants in NLPS are required to become trained in Nonviolent Crisis Intervention (NVCi).

NVCI training is designed to teach critical skills for preventing and defusing disruptive or risk behaviour. The training allows staff to maintain the care, welfare, safety and security of all. Participants learn how the behaviour of adults influences the behaviour of students, as well as how to identify precipitating factors for an escalation, allowing for a proactive, preventative response. NVCI training also emphasizes the importance of rational detachment, and a collaborative team approach.

This training is provided by the district at regular intervals, typically on a professional development day. Where an Education Assistant works with a student requiring specialized interventions, child specific NVCI training may be provided. While the certification is typically for a two-year period, individuals working with more complex students may be asked to renew the training annually.

Reporting Child Abuse and Neglect

Everyone in British Columbia shares responsibility for keeping children safe. The primary responsibility rests with parents. When parents are unwilling or unable to care for a child – or protect the child from harm – the Ministry of Children and Family Development is authorized to intervene.

- ▶ MCFD has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities.
- ▶ Police respond when a child is in immediate danger. Police also investigate cases where a criminal offence is suspected.
- ▶ As a service provider, our role is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if we have concerns about a child’s safety or well-being. This is important to ensuring a collaborative response to suspected child abuse and neglect.
- ▶ **Anyone who has reason to believe a child may be at risk – and the child’s parent is unwilling or unable to protect the child – you have the legal duty to report your concern to your local child welfare worker at 741-5444.**
- ▶ **Our duty to report overrides any duty to protect the privacy of clients, patients, students or staff.**

Note:

1. *If it is after hours or you are not sure who to call, phone the Helpline for Children at 310-1234 at any time of the day or night. The Helpline call is free. You do not need an area code and you do not have to give your name.*
2. *If the child is in immediate danger, call 9-1-1 or your local police.*



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Student Plans

Employees who are assigned to work with students with diverse needs will have access to the necessary documents regarding that specific student's educational program. These documents are generally kept in the student's Designation File ("blue file") or in another confidential location.



Employees assigned to work with a student where there is a risk of violence shall be provided access to the following documents:

- ▶ IEP
- ▶ Behaviour Support Plan
- ▶ Elopement Protocol
- ▶ Integration Plan
- ▶ Employee Safety Plan
- ▶ Risk Assessment

Work with administrator and/or the student's case manager to obtain access, as needed. As confidential documents, these should not be duplicated, nor housed in an on-call file. Access will be provided on an as-needed basis.

Occupational Health and Safety

Administrative Procedure 414 outlines the Health and Safety Guidelines for the district. Each site has a Health and Safety Committee which meets monthly to discuss issues related to health and safety at the site. It consists of a member from CUPE, from the NDTA, and from administration. There will be a Health and Safety Bulletin board in the school which will identify the members of the committee and where any relevant information will be posted.

There are procedures in place for injuries, accidents or violent incidents. Please familiarize yourself with these procedures. Worker's responsibilities include:

- ▶ understanding and following acceptable safe work procedures, safety rules and regulations that apply to their job;
- ▶ only performing work or using equipment for which you are trained and authorized;
- ▶ refusing to do anything that could create a risk to yourself or others; and
- ▶ reporting to the supervisor any unsafe acts or conditions and any injuries or close calls.





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Orientation

Questions to ask when you are assigned to a new school:

Communication

- ▶ What is the appropriate line of communication that I am expected to follow?
- ▶ With whom should I discuss a problem concerning relationships?
- ▶ What should my response be when parents raise questions about their child's functioning in the classroom?
- ▶ How do I record an absence?
- ▶ Who should I phone if I am going to be late or have some other emergency occur?
- ▶ Which regular meetings I am expected to attend? What other meetings might I be invited to on an as-needed basis?
- ▶ What is the best way for me to communicate with the teachers whom I work with on a regular basis?

Roles and Responsibilities

- ▶ What are my special and regular duties? (Start and end times, breaks, etc.)
- ▶ If I am responsible for working with more than one teacher, how is my time divided?
- ▶ What records am I responsible for keeping? How and where should things be recorded? (tracking forms, data, etc.)
- ▶ What are the most significant playground expectations for the students?
- ▶ Will I be required to meet a school bus or special bus at the beginning or end of the day?
- ▶ What is expected of me in terms of student discipline

Roles and Responsibilities *continued*

- ▶ What are the teachers' expectations regarding my role in terms of academic, behavioural and social-emotional support for students?
- ▶ Are there lunchtime, or other out-of-the classroom, activities where I am required to assist students? If so, when and where?
- ▶ Is there any specialized equipment which I am required to use with my student? (i.e. AAC device, mobility aids)

Safety Considerations

- ▶ What are the known hazards associated with this assignment and what are the safety procedures?
- ▶ Who is the designated First Aid Attendant?
- ▶ What emergency procedures do I need to know about for this EA position?
- ▶ Will I be working with a student where there is a risk of violence? If so, how will I be provided access to the following documents prior to working with the student (IEP, Behaviour Support Plan, Staff Safety Plan, Risk Assessment).
- ▶ How do I report an incident/injury/violent incident or an unsafe situation?
- ▶ Is there any special equipment/clothing required for this position?

Other

- ▶ Where is the staffroom? Is there a specific place to keep my personal belongings?
- ▶ Do I need a school or classroom key? Who do I see about this?
- ▶ What is the bell schedule (including recess/lunch breaks, etc.)?
- ▶ Where are the supplies (i.e. art materials, copy paper) kept and how are they obtained?
- ▶ What course should I follow if I feel that I do not have enough to do?
- ▶ How do I complete my timesheet?
- ▶ Which computer I can use to access email and payroll information?



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On-Call Education Assistant File

Regular Education Assistants should develop an On-Call EA File for their position, to be used by casual EAs who replace them when they are away from school. Frequently, teachers are unable to immediately relay detailed information about the position or the student. A smooth transition from one EA to another depends on a clearly written plan that is readily available.



The **“On Call File”** should contain the following information:

- ▶ School Map
- ▶ School Bell Schedule
- ▶ School Staff Directory
- ▶ School Specific Fire/Earthquake Evacuation Procedure
- ▶ School Fire Drill Procedure
- ▶ Regular schedule, including break times
- ▶ Specific Assignment Duties
- ▶ Where to find “basics” – i.e. walkie talkie and/or vest for supervision
- ▶ Playground & Classroom Expectations
- ▶ NVCi Response Continuum – Limit your Language
- ▶ “Promoting Independence: 18 Ways to Step Back”

A template for basic information is found on the following pages. EAs should work with their school administrator to obtain the school specific information.

Templates
on next page





Education Assistant: _____

Principal: _____ **Secretary:** _____

Vice Principal: _____

STUDENT MEDICAL ALERT INFO:

Student	Div./Class	Alert

INDIVIDUAL STUDENT CONSIDERATIONS:

Student	Div./Class	Specific Consideration <small>(i.e. approach/language, support plan, key peers, etc.)</small>

NOTES REGARDING DAILY ROUTINE:

NOTES REGARDING PLAYGROUND EXPECTATIONS:

NOTES REGARDING EQUIPMENT/RESOURCES:









SCHOOL EA - On-Call File

NVCI Response Continuum – Limit your Language

Limit Your Language as Student Behavior is Escalating.

<i>Student Behaviours (What STUDENT Says & Does)</i>			
<p>Calm Ready to Learn</p> 	<p>Agitated</p> 	<p>Frustrated</p> 	<p>Peak</p> 
<i>Staff Responses (What STAFF Says & Does)</i>			
<p>Support Learning</p> <p><u>Adapt</u> your language to reach ALL learners.</p> <p>Shorten instructions.</p> <p>Simplify vocab and sentences.</p> <p>Use slower rate of speech.</p> <p>Use visual supports.</p> <p>Explicitly teach language skills that may be lagging.</p>	<p>Redirect</p> <p><u>Limit</u> your language.</p> <p>Validate and reassure. (i.e. "I see you're upset. I'm here to help")</p> <p>Give 2 specific choices (to offer tools & strategies, or give neutral choices).</p> <p>Always use calm tone, appropriate volume, smooth and even pace.</p>	<p>Give Space</p> <p>Use <u>minimal</u> to no language.</p> <p>Be an empathic listener.</p> <p>Set limits that are simple and clear using a "when...them... statement"</p>	<p>Silently Protect</p> <p><u>Do not engage</u> with student at all.</p> <p>No words, no eye contact.</p>

Created By: Chelsea Dolson, RSLP

As behavior escalates, comprehension decreases.
Limit your Language!





SCHOOL EA - On-Call File

Promoting Independence – 18 Ways to Step Back

1. Pause before answering or helping.
2. Don't over-verbalize. State your expectation using visuals or cues, then wait.
3. Resist helping with thinking.
4. Introduce assistance only when it's needed.
5. Sit further away. If you've been right there, stay within earshot. If you've been within earshot, try the other side of the room. Assist others nearby.
6. Record student successes.
7. Call on the student's learning partner (peer).
8. Catch yourself before you correct the student's work. Remember, this is about the student's skills, not yours.
9. Teach students to decline assistance. "Thanks, but I can do it myself."
10. Phase out cues.
11. Redirect students to discreetly ask their classmates for information. "Excuse me, what page are we on?"
12. Remind yourself this is about the student becoming independent.
13. Monitor how long it takes for students to do things independently. The extra time to start zippers, pick up papers, or find page numbers, is well invested.
14. Ensure that the team members (including the principal) know the plan and understand why you are stepping back. Suggest to other staff that they can remind you to do so.
15. Let the classroom teacher serve as the clearinghouse for questions or needs. Students ask their teachers. The teacher then decides to (a) respond themselves, (b) delegate to other students or adults, or (c) ask the student to try to work it out alone.
16. Let your students make and learn from mistakes. It's part of the human experience!
17. Post frequent reminders for yourself. "Could the student be doing more on their own?"
18. Acknowledge your impulse to make a student's day go smoothly. It's natural to experience "bumps" in a school day. This gives the student opportunities to solve problems on their own.





SCHOOL EA - On-Call File

An Educative, Preventative and Restorative Approach



A Restorative Approach is based on respect, responsibility, relationship-building, and relationship-repairing.

Tier I focuses on building a strong community within the school, laying the groundwork for responsibility and respect.

Tier II attempts to resolve conflicts and heal the harm students cause, while

Tier III supports students reentering the school community after a significant event. It also provides individualized support.



What are the basic practices of restorative practice?

Restorative Justice Practices	Questions that focus on an Educative, Preventative and Restorative Outcome:
<ul style="list-style-type: none"> – Build relationships. – Strive to be respectful of all. – Provide opportunity for equitable dialogue and participatory decision-making. – Involve all relevant stakeholders. – Address harms, needs, obligations, and causes of conflict and harm. – Encourage all to take responsibility. 	<ul style="list-style-type: none"> – What happened? – How did it happen? – What part did you play in it? – How were you affected by what you did? – Who else was affected by what you did? – How can you repair the harm? – What do you need to do to make it right?





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Absence Dispatch System

Absences may be logged 24 hours a day, 7 days a week
Online through ADS Web Absence Entry or by phone (778) 841-0277



Online;

- ▶ Go to the School District 68 (Nanaimo-Ladysmith) Home Page: www.SD68.bc.ca
- ▶ Click on: **STAFF**
- ▶ Select: **My SD68**
- ▶ Enter your user name and password (just as you would when opening your computer in the morning)
- ▶ Click on the tab for **My Absences**, then **Time Entry** and then click on **Absence Entry**
- ▶ Choose a **reason** for the absence (from the drop down box)
- ▶ Choose either a **single** day or **range** of days. If it is a single day, only one calendar will appear. If it is a range of days (up to one week), you may choose the start day from the first calendar and then choose the end date from the calendar on the right. **Click next**
- ▶ Check the details. If they are correct, click **next**. You may enter multiple days and change the time for each day if necessary. Click on the help icon (top left hand side of the screen) for a more detailed description for multiple day entries
- ▶ Do you need a **replacement?** Yes or No. If yes, will that person work the same hours as you? Yes or No
- ▶ You can type a **message** here for your replacement – please keep it short and watch spelling as the computer will “read” it out over the phone
- ▶ If everything looks correct click **Submit Absence**
- ▶ Your job number confirms that you’ve entered your absence correctly - write down your **job number** and/or print off the receipt



Absences must be closed or cancelled before the start time of your absence or the school will be charged for the substitute.

To Cancel an Absence;

Note: you can ONLY cancel an absence that has not begun otherwise it will have to be cancelled through your school office or through District Office (emergency line; 250-741-5245) in Human Resources.

Click on the absence ID#

Scroll down to Cancel Absence & click

Employee Information on ADS Web:

To change your phone number and/or PIN, click on the My Absences tab, then Employee Info

For online help click on the ? button

Re-Record your name

Call the ADS system phone number, enter your employee number and PIN followed by the # and press 5 then 3

To Inquire on an Absence;

My Absences
View or Change

Absence Dispatch System Continued

Speak your full name followed by the # key

All these entries can also be made through the phone:

ADS Phone Number; **(778) 841-0277**

You will require the following information;

Employee #

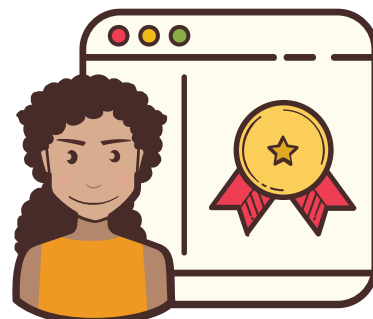
Pin #

Position Code

Location Code

Absence Code

- ▶ All codes entered must be followed by pressing the #
- ▶ Follow the prompts
- ▶ Dates must be entered as YYMMDD
- ▶ Time must be entered as HHMM using the 24 hour clock
- ▶ Exit back to the main Menu by pressing * then 1
- ▶ Increase the volume of ADS by pressing # and then 3
- ▶ Decrease the volume of ADS by pressing # and then 2





CUPE 606 Collective Agreement



18.07 Rest Periods (Breaks)

An employee shall be allowed a fifteen (15) minute paid rest period at the work site in each of the first half and the second half of a full-time shift. An employee working less than a full-time shift shall have one (1) paid rest period during each continuous three-and-one-half (3 ½) or four (4) hours of regular working time.

EAs working up to 5 hours per day	EAs working 5-7 hours per day	EAs working 7 hours per day
<ul style="list-style-type: none"> – One paid 15-minute rest break 	<ul style="list-style-type: none"> – One paid 15-minute rest break – One unpaid meal break (30 minutes minimum) 	<ul style="list-style-type: none"> – Two paid 15-minute rest breaks – One unpaid meal break (30 minutes minimum)

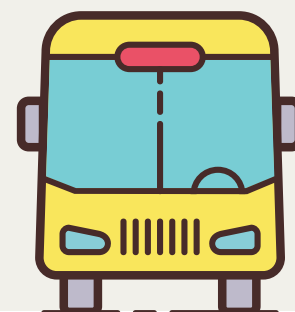
18.09 Professional Development

- The Employer shall provide a minimum of two (2) paid staff development days per school year for all employees. Employees shall be paid for their actual hours in attendance or their regularly scheduled hours of work, whichever is greater. Staff professional development activities are defined as those activities which are job related and/or enhance an employee's relevant individual and workplace effectiveness.
- As of July 1, 2020, the Employer shall provide two (2) paid noninstructional days per school year as set out in the School Calendar Year in accordance with the following criteria:
 - ▶ The two (2) non-instructional days apply to 10-month employees only.
 - ▶ The two (2) non-instructional days are intended for employees to participate in directed work which is consistent with the employee's job classification.
 - ▶ Employees shall be paid for their actual hours in attendance or their regularly scheduled hours of work, whichever is greater.

18.10 Field Trips Applicable to Education Assistants

When an Education Assistant/Supervision Aide has agreed, and it is preauthorized by the School Principal that the Education Assistant participate in field trips which extend beyond the Education Assistant's regular hours of work, the Education Assistant shall receive compensatory time off. Compensatory time shall be accrued at the appropriate overtime rate and shall be taken in blocks at a time which is mutually acceptable to the School Principal and the Education Assistant.

Compensatory time not taken prior to June 30th of the year shall be paid out at the appropriate rate.



CUPE 606 Collective Agreement Continued

Banked Time



- a) An employee who with the approval of his or her supervisor agrees to work beyond his or her normal hours of work may choose:
 - (i) to be paid at the appropriate rate or,
 - (ii) to bank at the equivalent amount of time.
- b) An employee who chooses to bank the time shall record the time in a log approved by the supervisor. Time worked beyond the daily or weekly hours specified in 18.01, shall be recorded at the appropriate overtime rate as per Article 19.
- c) Banked overtime shall be drawn from the bank at times mutually agreed upon by the supervisor and the employee.
- d) Should the employee move to a position at a different location, the employee shall make every effort to draw the banked time prior to relocating. Time not drawn from the bank shall be carried forward in the log to the new location.
- e) Should the employee resign or retire, every effort shall be made by the supervisor and the employee to ensure that any banked time is drawn prior to the retirement or resignation date. If it is not possible to draw all of the banked time the employee shall be paid the appropriate rate for the time remaining in the log.
- f) The employee and supervisor shall make every effort to draw all of the banked time prior to June 30th of each year. Time banked over the previous twelve (12) months that has not been drawn prior to June 30th of the year shall be paid at the appropriate rate of the pay at the pay period.

Article 22 - Vacations



22.01 Except as noted in (22.04) below, annual vacations will be granted in the year of the employee's anniversary, at the employee's regular rate of pay, on the following basis: a) Employees who have not completed one (1) year of employment will receive six (6%) percent of the employee's earnings. b) Employees with one (1) or more calendar years of continuous service shall receive fifteen (15) working days at the employee's regular rate of pay. c) Employees with six (6) or more calendar years of continuous service shall receive twenty (20) working days at the employee's regular rate of pay. d) Employees with twelve (12) or more calendar years of continuous service shall receive twenty-five (25) working days at the employee's regular rate of pay. e) Employees with twenty-three (23) or more calendar years of service shall receive thirty (30) working days vacation effective July 1994.

Vacations will be taken at a time most convenient to the operation of the School District

and not later than June 30th in the year of eligibility, except that employees listed in Article 18.01 a) and b) shall have the option of not less than one (1) week to be taken at the employee's discretion. Employees listed in Article 18.01 a) and b) shall, if they so desire, use their vacations when schools recess for Christmas and Easter breaks. This option shall not affect their option of taking one (1) week at their discretion. Vacation time shall not be cumulative from year to year except by mutual agreement of the parties.



Supporting Student Learning: Roles and Responsibilities



Snapshot

Classroom Teacher:

Plan, coordinate, schedule, and evaluate curriculum and instructional outcomes for all students.

Inclusion Support Teacher:

Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.

Itinerant Specialists:

Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.

Education Assistant:

Assist and enhance the educational process of all students in both instructional and non-instructional activities.

Principal/ Vice-Principal:

Actively lead the school in a focused effort to develop and implement an inclusive education program.

Tier 1

Maintain responsibility for ALL students registered in a particular class/block.

Assist classroom teachers and educational assistants in understanding students' disabilities and challenges.

Collaborate with classroom teachers to promote strategies/structures which allow for universal, differentiated support in the classroom.

Perform duties under the direct supervision of the classroom teachers and Inclusion Support Teachers.

Organize programs and services in the school to allow for inclusive, flexible models of support.

Collaborate with Inclusion Support Teacher to develop appropriate goals/strategies/activities for students.

Collaborate with classroom teachers and itinerant specialists to develop appropriate goals/strategies/activities for students.

Collaborate with classroom teachers and Inclusion support teachers to create appropriate goals/strategies/activities for students.

Collaborate with teachers and specialists to share observations and suggestions regarding front-line experiences with students.

Become familiar with goals/strategies in student plans.

Support team in creating collaborative planning opportunities.

Support diversity in the classroom by providing universal, differentiated instructional opportunities for all learners.

Assist classroom teacher with accessing resources and developing materials to support student inclusion in the classroom environment.

Provide appropriate resources and coaching for teams, with respect to area of specialty.

Utilize learning resources, implement activities as provided by teachers and itinerant specialists.

Foster a school culture which respects and values diversity.

This includes the use of technology, as appropriate.

Be aware of and responsible for any medical needs or precautions for individual students in the class.

Be aware of any medical needs or precautions for individual students on the caseload.

Be aware of any medical needs or precautions for individual students on the caseload.

Be aware of and responsible for personal role in supporting any medical needs or precautions for individual students in the class.


Be aware of, and oversee processes for supporting, any medical needs or precautions for individual students in the school.

Facilitate training and communication with outside services, as appropriate.

Participate in training as directed.




Supporting Student Learning: Roles and Responsibilities - Continued

	Classroom Teacher:	Inclusion Support Teacher:	Itinerant Specialists:	Education Assistant:	Principal/ Vice-Principal:
Snapshot	<i>Plan, coordinate, schedule, and evaluate curriculum and instructional outcomes for all students.</i>	<i>Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Assist and enhance the educational process of all students in both instructional and non-instructional activities.</i>	<i>Actively lead the school in a focused effort to develop and implement an inclusive education program.</i>
Tier 2	<p>Direct EAs in their work with students with respect to classroom activities.</p> <p>This includes the use of technology, as appropriate.</p>	<p>Assist the classroom teacher with directing educational assistants in providing support for students requiring T2 supports.</p> <p>Collaborate with team to provide capacity building opportunities for EAs, where appropriate.</p>	<p>Assist the classroom teacher with directing educational assistants in providing support for students requiring T2 supports.</p> <p>Collaborate with team to provide capacity building opportunities for EAs, where appropriate.</p>	<p>Utilize learning resources, implement activities as provided by teachers and itinerant specialists.</p> <p>This includes the use of technology, as appropriate.</p>	<p>Develop schedules and supervise plans for educational assistants (in consultation with classroom and inclusion support teachers).</p> <p>Collaborate with team to provide capacity building opportunities for EAs, where appropriate.</p>
	Refer students, and participate in School Based Team meetings to problem-solve around needs of specific students.	Promote a problem-solving approach at School Based Team meetings, coordinate School Based Team (as determined by administrators).	Promote a problem-solving approach at School Based Team meetings, coordinate School Based Team (as determined by administrators).	Participate in relevant School Based Team meetings (as requested).	Ensure the School Based Team is operational, facilitate collaborative efforts of team members in meeting the unique needs of students.
	Facilitate flexible scheduling of the classroom program to allow for targeted intervention to take place.	Provide targeted, supplementary, frequent instruction to small groups; in or out of a classroom.	Provide targeted, supplementary, frequent instruction to small groups; in or out of a classroom.	Collect observational data of student experiences, as directed.	Know strengths of staff, support training needs, create opportunities for staff to receive needed training and in-service.



Supporting Student Learning: Roles and Responsibilities - Continued

	Classroom Teacher:	Inclusion Support Teacher:	Itinerant Specialists:	Education Assistant:	Principal/ Vice-Principal:
Snapshot	<i>Plan, coordinate, schedule, and evaluate curriculum and instructional outcomes for all students.</i>	<i>Collaborate with classroom teacher to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Collaborate with the SBT to support the needs of all students, provide targeted intervention where appropriate.</i>	<i>Assist and enhance the educational process of all students in both instructional and non-instructional activities.</i>	<i>Actively lead the school in a focused effort to develop and implement an inclusive education program.</i>
Tier 3	Facilitate aspects of T3 supports that are appropriate within the classroom environment.	Provide individual intense, systematic, supplemental instruction as appropriate.	Provide small group &/or individual intense, frequent, fast-paced, systematic, supplemental instruction.	Utilize learning resources, implement activities as provided by teachers and itinerant specialists. This includes the use of technology, as appropriate.	Support Inclusion Support Teachers and Itinerant Specialists in creating time for capacity building and the delivery of intervention.
Reporting	Report on student progress with respect to learning outcomes, inclusive of individualized goals. All areas not addressed in IEP/SSP are reflected in classroom report cards. Case Manage SSP plans for students enrolled in the class/block.	Complete and maintain all assigned student's records (i.e., IEP, IEP progress report, safety plans, behavior plans, etc.). Generate Progress Reports for IEPs, as appropriate. Collaborate with classroom teachers to support the development of SSPs.	Collaborate with classroom teachers and support teachers with respect to learning activities and IEP/Learning Plan goals. Generate goals, complete assessments and provide progress reports with respect to area of specialization, as appropriate.	Become familiar with goals/strategies in student plans. Provide observational data of student experiences, as directed.	Ensure accurate reporting regarding adaptations/modifications occurs, monitor progress toward IEP/SSP goals.