



Educational Assistant Handbook



FRONTIER SCHOOL DIVISION
EDUCATIONAL ASSISTANT’S HANDBOOK

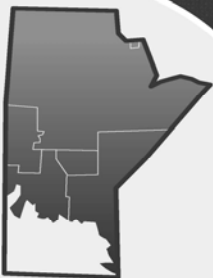
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Frontier School Division



**Our Children
Our Success
Our Future**



Our Vision...Our Beliefs

Students are healthy and successful.

Parents provide support, guidance, and direction.

Families build a strong foundation for students.

Staff are participating members of the community.

High standards of teaching result in academic excellence.

Appropriate educational programming is provided for all students.

School programs reflect the needs and aspirations of the community.

Language and culture celebrated in the community and school builds identity.

Schools are safe places where individuals are respected, cared for, and valued.

Our Division is an innovative and dynamic leader in education.

THE MISSION OF THE FRONTIER SCHOOL DIVISION

Mission

COMPONENTS OF DIVISION MISSION STATEMENT

February 2008

Introduction and Direction for Use

The Board of Trustees approved the current Mission Statement in February 2008. There are several components that comprise the total document. Each of these components is important and has significance for the Division. These components are explained in the following text. This information was also presented by the Board Chairperson to the delegates at the 30th Annual School Committee Conference.

Background Picture

Frontier School Division is defined by our natural surroundings and the beauty of this environment. The images of land and water and their impact on us collectively is a part of who we are. Our connection with all that is natural and holistic sets us apart and makes us uniquely "Frontier." Increasingly, schools, with community support, are providing land-based and culturally-focused educational activities for students using this rich and beautiful natural environment.

Map of Manitoba

In the lower left corner, the Province of Manitoba map identifies Frontier School Division territory and our area boundaries. It is impressive to note that we are responsible for educating many students who live in this huge territory that covers approximately 75% of Manitoba. The narrow boundary lines outline our five areas as defined in provincial legislation.

Our broad geographical expanse is not a barrier to our mission, but rather an opportunity to build and maintain relationships across communities, from the farthest northern regions to the farthest southern regions and to points east and west of the province.

This geography often leads us to think creatively. Our range of communities and cultures fosters both inclusion and diversity. We see our communities as representative of the larger fabric of Canadian society regardless of our geographic location.

Photographs in Circles

The three photographs in the circles speak to our geography and some of the unique but routine ways that we travel in all seasons across the Division. Float planes, snow machines with toboggans, and trains on the Bay Line are common for many of us but different and unique in the eyes of others.

Frontier Logo "O"

The Division's logo of "Partners in Learning" is embedded in the letter "o" in Frontier at the top of the Mission Statement. Input from across the Division clearly stated we must keep and reinforce this phrase. Frontier School Division's philosophy of partnership has never been stronger.

Our Children, Our Success, Our Future

We increasingly are aware of the vital importance of the interconnectedness of all levels of home, school, community, and society. Our focus on building, preserving, and maintaining relationships and partnerships are the same whether we are talking about a classroom or a boardroom, a home or a community. It is through working as partners in learning that we will share success. That is why we have chosen three simple statements to define our mission.

Our Children

The Division's efforts are for every child. We use the broadest definition of the word children.

Our Success

This describes our Division operating at its peak. When we are able to harness the collective energy of every component of our system then we can achieve our success.

Our Future

This is the focus of our planning. This is what lies ahead. This is what inspires us. If we are thoughtful and thorough enough with the first two components of the mission statement, then we can realize together a successful future for our children.

Our Vision...Our Beliefs

- Students are healthy and successful.
- Parents provide support, guidance, and direction.
- Families build a strong foundation for students.
- Staff are participating members of the community.
- High standards of teaching result in academic excellence.
- Appropriate educational programming is provided for all students.
- School programs reflect the needs and aspirations of the community.
- Language and culture celebrated in the community and school builds identity.
- Schools are safe places where individuals are respected, cared for, and valued.
- Our Division is an innovative and dynamic leader in education.

These are 10 strong and positive statements about students, parents and families, staff and programs, safe schools, and our Division as a leader. They add clarity to our purpose, focus, approach, and identity. They support the phrase – Our Children, Our Success, Our Future – and further define our mission. The statements encompass what the Board believes must be the guiding principles, goals, or universal values that will help us all move in the direction of our mission. They are our “North Star”. These statements must be revisited often and can be the lens through which we view all that we do. When we look at all that we are and all that we do, then we can truly believe that our mission is Our Children, Our Success, Our Future.

Closing

The Board of Trustees hopes that you find this information insightful and helpful in understanding the Mission Statement. The Board of Trustees thanks all of the people who provided input and suggestions for developing this Mission Statement.

SECTION 1

INTRODUCTION

Keeping the End in Mind

Educational Assistants (E.A.'s) in Frontier School Division play an important role in our schools by supporting teachers in providing appropriate educational programming to students. The purpose of this document is to describe the role of E.A.'s in Frontier School Division (FSD) and to provide both E.A.'s and their supervisors with general information on FSD practices and policies.

Educational Assistants are hired to work for Frontier School Division and their day-to-day activities are directed by the Administrator, resource teacher, and/or classroom teacher. The activities of E.A.'s can be as varied as the students they support. They may be assigned to a specific student for parts of the day or to a classroom or to a number of classrooms. Their assignment and/or schedule can change throughout the year to respond to emerging needs in the school.

Appropriate Educational Programming *means that students learn values they need in order to reach their greatest potential.* It is a responsibility shared by all and is for all students. Appropriate educational programming shifts and expands as a student learns and grows. This is true for students who are the most challenged as well as those who are the most gifted. The difference lies in what they learn and not in *how much* they learn. In FSD, Educational Assistants are an important member of the team that provides appropriate educational programming to students.

E.A.'s provide support in many different ways. They may work with any student in the classroom who is in need of assistance or they may be assigned to a single specific student. E.A.'s are key players in the successful implementation of the Individual Education Plan (IEP) for identified students; however, they can and should interact with other students who require supports at any given time. Learning is very often the result of social interactions; therefore, it is important to look at the group or the class as a whole rather than at a specific student in isolation.

All students, including those who have special needs, want to play an active and productive role in society. This is *the end we need to keep in mind* at every grade level, in each of our schools, for each one of our students. The vision we hold in Frontier School Division is that all students have something to offer society and it is our responsibility to provide programming that will help them become as autonomous as possible and reach their fullest potential.

SECTION 2

Inclusion and Appropriate Educational Programming

The Division recognizes that today's classrooms reflect a diverse community and include a variety of student needs, learning styles and cultural backgrounds. The Frontier School Division supports the Manitoba Education commitment to fostering inclusion for all people. The Division is committed to the rights of all students to participate in educational programming that, within available resources, will maximize the opportunity for students to achieve their individual potential.

"Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us."

"To make inclusion applicable in Manitoba schools, educators will:

- foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement;
- identify and foster practices by which students with a wide range of learning needs can be taught together effectively;
- enhance, through modeling and instruction, student abilities to deal with diversity;
- offer students an environment that provides potential for dignified, meaningful relationships;
- provide each student with appropriate supports, including instructional placements, to develop their personal best in a setting that respects their abilities;
- help each student contribute to the classroom and school community;
- develop and maintain competencies for achieving these principles."

This philosophy of inclusion enables the meaningful involvement of parents/guardians, school teams, and students to collaborate in order to provide appropriate educational programming through the development and review of an Individual Education Plan. Students with special needs should experience school as much as possible like their peers without special needs.

Inclusion is more about "attitudes" than it is about a "place". Inclusionary practices in schools need to respect the natural developmental stages all children experience as they mature. In Frontier School Division, students are included as much as possible as members of their peer group, in the classroom, at recess, in the community events and in the social life of the school.

During the early years, students are learning about themselves. They need to develop a sense of self; a sense that they are “capable” and that they are learners. In the middle years, students begin to learn about others, about how to fit in socially. Their greatest need is to “belong”.

At the senior years, students need to learn about the larger community and to develop an understanding of what it means to be a contributing member of society. Our programming for senior years students shifts to the skills and knowledge they will need to become as independent and self-sufficient as possible.

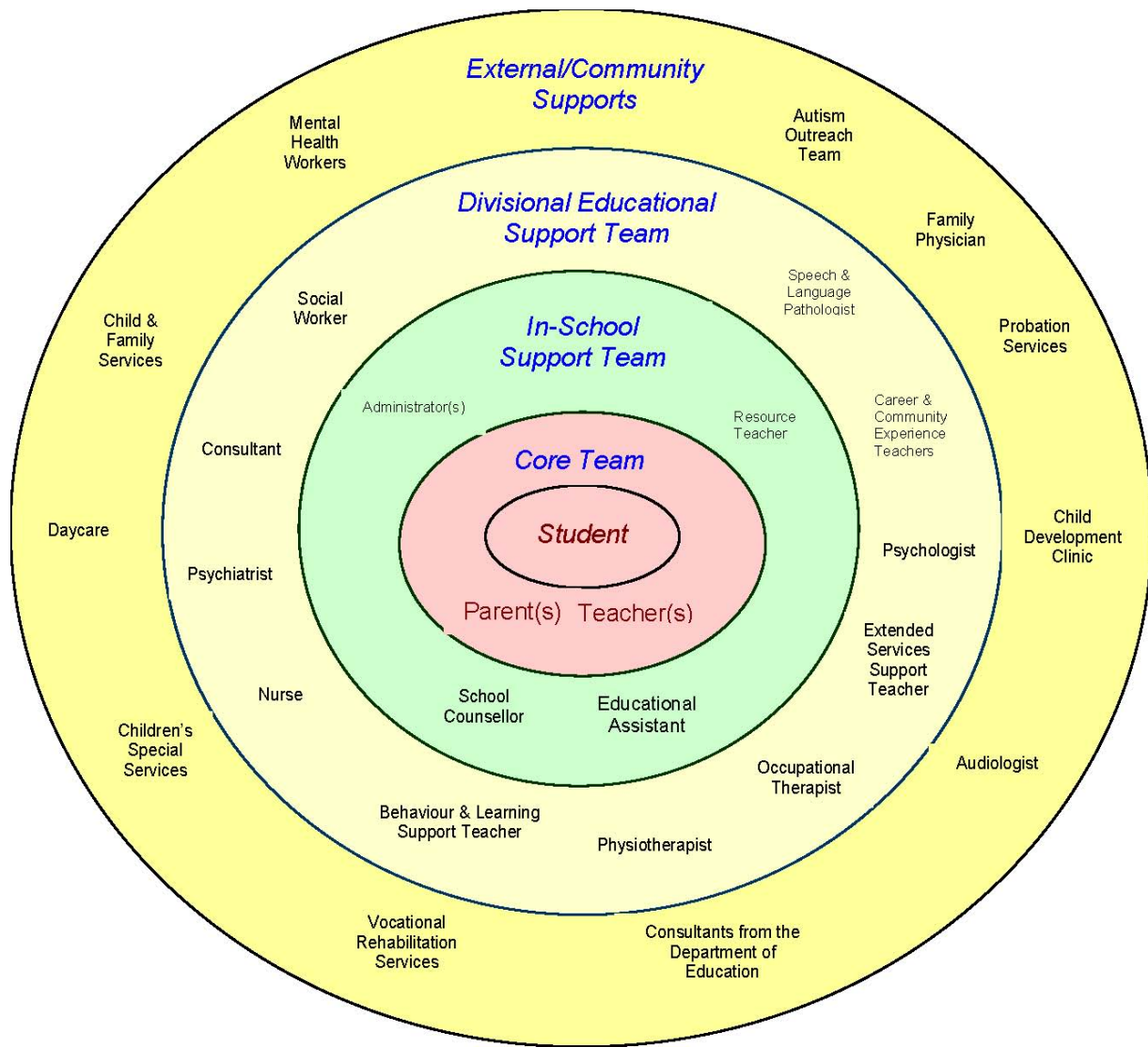
Source: Supporting Inclusive Schools: A Handbook for Student Services Manitoba Education, Citizenship and Youth.

SECTION 3

The Continuum of Supports

Frontier School Division offers a continuum of supports that starts with the school team and extends outwards to more specialized services as the intensity of student need increases. The support offered by E.A.'s is part of this continuum of services. The E.A. is hired to support professional staff, such as teachers and clinicians, in providing appropriate educational programming to students. Educational Assistants are valued members of the school community. They make a significant contribution to the work of the school and educational programming for students.

Child Centered Teams - Circles of Support



SECTION 4

Professional Ethics and Fundamental Attitudes and Skills of Educational Assistants

Educational Assistants will have various skills and experiences. There are, however, certain characteristics that are required of all E.A.'s. When hiring E.A.'s, schools generally look for characteristics such as patience, honesty, objectivity, fairness, responsibility, dependability, confidence, self-awareness, empathy, sensitivity to the needs of students, and a conscientious approach to safety. Educational Assistants work with students who have a wide variety of needs. Therefore, they need to be flexible in their interactions with students and be open to continuous learning.

Reflective of the Division's character educational program, all staff including E.A.'s must exhibit in their words and in their actions the following six fundamental attitudes and skills:

1. Confidentiality

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.

2. Lines of Communication

Following the proper lines of communication helps to maintain effective collaboration and respectful collegial relationships. When an E.A. needs assistance and/or requires clarification, it is always best to begin by speaking with their direct supervisor (usually the classroom teacher) or the appropriate member of the Student Support team. When an issue develops between an E.A. and another colleague, the first step is for the E.A. is to speak directly to that individual.

When concerns are of a more serious nature, and resolution is difficult to reach, the E.A. can speak to their administrator and enlist their assistance.

3. Collaboration and Communication

Positive relationships depend on an ongoing commitment to the respect of all team members. Many of the ongoing tasks and responsibilities of E.A.'s require effective communication. Effective collaboration involves not only communicating and listening, but also the ability to interpret non-verbal cues such as body language, facial expressions, and gestures.

It is important that E.A.'s maintain an open line of communication with teachers, students, and other support staff. This includes being able to adjust their language to a student's level of comprehension, as well as being able to collaborate with teachers or supervisors.

Policies, procedures, practices, and strategies may vary from school to school or even from classroom to classroom. It is important for E.A.'s to take the time to learn how the school, teachers, and support team work. Communication is the foundation of effective cooperation and successful teamwork.

4. Positive Attitude Toward Interpersonal Relationships

Because E.A.'s work with many students and work under the direction of teachers, principals, and other professionals, they must be able to maintain positive interpersonal relationships. To do this on an ongoing basis, E.A.'s should be able to understand the complex process of building and maintaining positive relationships with students, parents, as well as with their colleagues.

5. Respect for Diversity

All students, regardless of culture, religion, background, physical, and/or learning needs, should be given the opportunity to participate fully as members of the school community. It is the responsibility of all school staff, including E.A.'s, to create and contribute to an environment where all students feel respected, valued, and safe.

6. Commitment to Professional Conduct and Behaviour

E.A.'s need to be familiar with the specific practices and expectations in their particular school. Like all adults in the school environment, E.A.'s act as role models for students. It is important that they have a clear understanding of what it means to be a role model for students, as well as an ability to behave in an ethical manner, to demonstrate integrity, honesty, fairness, and to model respectful conduct appropriate to a school setting.

SECTION 5

The Role and Responsibilities of Educational Assistants

The Educational Assistant: An Important Member of the Collaborative Team

An Educational Assistant is an important part of the school team that supports student learning. The primary role of the E.A. is to implement educational strategies with a student or small group of students.

Educational Assistants are allocated to schools or programs, not to specific students. While some E.A.'s may be scheduled to work with specific students, they are required to work where the school Administrator and/or Resource Teacher assigns them. The E.A. works as part of the collaborative school team and must accept the responsibility to be a positive, contributing team member.

Individual and Shared Responsibilities

Educational Assistants and Classroom Teachers work very closely together to implement educational strategies which support student learning. It is the responsibility of all members of the Student Support Team, including the Classroom Teacher and E.A. to maintain confidentiality with regard to all matters pertaining to students, staff and families.

The following chart, although not inclusive, illustrates both individual and shared responsibilities.

| TEACHER | SHARED | EDUCATIONAL ASSISTANT |
|--|---|---|
| <ul style="list-style-type: none"> • Provides the Educational Assistant with information regarding students' behaviour management, and classroom discipline. | <ul style="list-style-type: none"> • Discuss and clarify expectations for students, behaviour management and classroom discipline | <ul style="list-style-type: none"> • Supports learning within developed structures and plans, being consistent with expectations for students. |
| <ul style="list-style-type: none"> • Plans all instructional programs. | <ul style="list-style-type: none"> • Discuss student strengths and weaknesses and determine program focus | <ul style="list-style-type: none"> • Shares relevant information about the performance and behaviour of individual students in support of all instructional programs. |
| <ul style="list-style-type: none"> • Plans learning activities based on student needs. | <ul style="list-style-type: none"> • Discuss and clarify how the Educational Assistant can assist the teacher with instructional programs, classroom management and goals and objectives for students. | <ul style="list-style-type: none"> • Observes, collects data and documents student strengths, achievements, and needs as directed in order to provide feedback as part of the planning process. |
| <ul style="list-style-type: none"> • Reviews and reinforces learning activities for concept and skill development. | <ul style="list-style-type: none"> • Review learning activities together to clarify and share experiences and expectations. | <ul style="list-style-type: none"> • Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students' master concepts and skills. |
| <ul style="list-style-type: none"> • Provides the E.A. with instructional materials. | <ul style="list-style-type: none"> • Collaborate to determine appropriate instructional materials. | <ul style="list-style-type: none"> • Assists in preparation and production of instructional materials. |
| <ul style="list-style-type: none"> • Develops the IEP as part of the Student Support Team. | <ul style="list-style-type: none"> • Attend all Student Support Team meetings. | <ul style="list-style-type: none"> • Shares relevant information about the performance and behaviour of individual students. |
| <ul style="list-style-type: none"> • Determines appropriate modifications and adaptations to support the IEP. | <ul style="list-style-type: none"> • Work together to adapt/modify strategies and instructional materials to support student needs. | <ul style="list-style-type: none"> • Implements strategies to accommodate adaptations and modifications for individual students. • Maintains student log books. |
| <ul style="list-style-type: none"> • Instructs, supervises and facilitates student learning • Observes, collects data and documents student strengths, needs and achievements. | <ul style="list-style-type: none"> • Discuss successful practice. | <ul style="list-style-type: none"> • Facilitates student learning individually and in small groups. • Maintains student log books. |

| TEACHER | SHARED | EDUCATIONAL ASSISTANT |
|---|--|---|
| <ul style="list-style-type: none"> • Develops individualized appropriate behaviour programs. • Models techniques for Educational Assistants to use in providing instructional and behavioural assistance. | <ul style="list-style-type: none"> • Discuss specific techniques, strategies and the appropriate language required for behavioural programs. | <ul style="list-style-type: none"> • Documents, monitors and reports to teacher/team on implementation of the program. • Implements the techniques and strategies as demonstrated. • Maintains student log books. |
| <ul style="list-style-type: none"> • Designs learning and skill development goals for worksites and alternative settings. | <ul style="list-style-type: none"> • Plan activities to meet goals. | <ul style="list-style-type: none"> • Supports learning and skill development activities in worksites and alternative settings. • Maintains student log books. |
| <ul style="list-style-type: none"> • Assesses and evaluates student progress. | <ul style="list-style-type: none"> • Exchange and discuss information. | <ul style="list-style-type: none"> • Observes and documents student strengths, achievements and needs daily in the student log books. |
| <ul style="list-style-type: none"> • Ensures assessment and student profiles are current. • Provides the EA with training in the use of informal assessment tools. | <ul style="list-style-type: none"> • Exchange and discuss information. | <ul style="list-style-type: none"> • Performs assigned informal assessments as requested by the teacher. |
| <ul style="list-style-type: none"> • Reports to parents. | <ul style="list-style-type: none"> • Discuss relevant confidential information. | <ul style="list-style-type: none"> • Provides information to teachers only. |
| <ul style="list-style-type: none"> • Maintains required student records. | <ul style="list-style-type: none"> • Discuss and clarify relevant confidential information for student records. | <ul style="list-style-type: none"> • Assists in maintaining student records. |
| <ul style="list-style-type: none"> • Shares current student behaviour, social, emotional and physical health information on an as need basis. • Requests that appropriate health or other training is provided to Educational Assistants. | <ul style="list-style-type: none"> • Maintain confidentiality. • Support clinicians/consultants in the delivery of required services. • Follow Division Policy regarding administration of medication and medical procedures. | <ul style="list-style-type: none"> • Performs personal and health care routines as directed. • Performs specific procedures once appropriately trained. • Follows established reporting protocol for the administration of medical |

Prohibited Activities

While E.A.'s can be a great help to teachers and principals, it's important to know the limits of their activities. Legally, E.A.'s are forbidden to carry out many activities. Specifically, these are:

1. Planning and initiating learning activities
2. Subjective evaluation of students or their work
3. Developing specific lesson plans
4. Designing learning centres
5. Choosing or designating learning activities
6. Evaluating and selecting learning materials
7. Evaluating the professional and non-professional staff
8. Evaluating school programs
9. Reporting to parents

Meetings and Schedules

Educational Assistants are expected to be involved in various meetings to share information in support of student learning.

Educational Assistants:

- Will meet regularly with Classroom Teachers to discuss students and their programs;
- Are expected to attend ongoing Student Support Team meetings and student planning (IEP, BIP, IAP, AP) meetings;
- Will attend Resource Team meetings as timetabled into their schedules.
- Will be a part of duty rosters as scheduled by the Principal.

Educational Assistants' Schedule

Educational Assistants' schedules will be developed by the Resource Teacher, Administrator, and/or Student Services Consultant. Scheduling will look different for each E.A. depending on student needs. It must be clearly understood that E.A. schedules are flexible and subject to change throughout the school year. A sample E.A. schedule follows.

Sample Schedule

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|
| Scheduling Communication Updates | Scheduling Communication Updates | Scheduling Communication Updates | Scheduling Communication Updates | Scheduling Communication Updates |
| Grade 1-2 Reading Program | Grade 1-2 Reading Program | Grade 1-2 Reading Program | Grade 1-2 Reading Program | Grade 1-2 Reading Program |
| Grade 5 Program Implementation Assistance | Grade 7 Program Implementation Assistance | Grade 1 Student Observation | Grade 3 & 4 Student Assessments | Grade 8 & 5 Student Plans |
| Grade 11 & 12 Student Plans | Grade 6 & 8 Student Plans | Grade 3 Program Implementation Assistance | Modeling Reading Strategies | Grade 10 Student Observations |
| Lunch | Lunch | Lunch | Lunch | Lunch |
| Grade 9 & 10 Student Assessment | Grade 6 Student Observation | Resource Team Meeting | Grade 9 Program Implementation Assistance | Grade 4 Program Implementation Assistance |
| Kindergarten Student Observations | Class Profiles & Programming Support | Resource Team Meeting | Grade 11 Student Observations | Grade K Student Assessment |
| Modeling Reading Strategies | Student Assessment | Modeling Reading Strategies | Student Plans | Modeling Reading Strategies |
| Class Profiles & Programming Support | Student Assessment | Class Profiles & Programming Support | Modeling Reading Strategies | Student Plans |

Schedule subject to change

SECTION 6



| |
|--|
| FRONTIER SCHOOL DIVISION POSITION DESCRIPTION |
|--|

| | |
|----------------------------|------------------------------|
| JOB TITLE | Educational Assistant (E.A.) |
| CLASSIFICATION | |
| DEPARTMENT | |
| LOCATION | School Based |
| REPORTS TO | Principal |
| STAFF SUPERVISED | n/a |
| PROBATIONARY PERIOD | Three months |
| EFFECTIVE DATE | |

POSITION SUMMARY

The Educational Assistant, as part of a student's support team, provides direct instructional support to students with special needs, under the direction of the Classroom Teacher, Resource Teacher, Student Services Consultant, Clinician, and/or the Principal. The Educational Assistant is assigned to support students with special needs. The classroom teacher is ultimately responsible for the education of all students in the class and the Educational Assistant serves to support student learning.

QUALIFICATIONS

Education

- Salary is based upon education

Experience

- Experience acceptable to the Division.
- Salary is based upon education and years of experience.

Knowledge, Skills and Abilities

- Thorough knowledge of applicable school, Divisional and provincial policies and practices.
- Excellent verbal and written communication skills.
- Ability to treat students in a respectful, responsible and fair manner with due consideration to the student's physical, social and psychological development.
- Ability to follow direction and work effectively in an educational setting.
- Ability to participate as a school team member under the guidance and direction of the teacher and/or team.
- Ability to work independently and collaboratively with others in a participative environment.

- Ability to maintain confidentiality with respect to all matters pertaining to students, staff and families in all verbal and written communication.
- Ability to adapt to the diverse situations that arise in educational environments.

DUTIES AND RESPONSIBILITIES

- Interacts with students in a respectful and appropriate manner to establish positive relationships that foster learning and on-task behaviour.
- Encourages student independence, and work to build student self-confidence and self-esteem.
- Supports students in developmentally appropriate ways.
- Supervises students to ensure a safe educational environment.
- Supports learning and skill development activities in all appropriate educational settings.
- Facilitates student learning individually and/or in small groups.
- Serves all students without bias or favouritism while encouraging independence and pro-social behaviour.
- Observes, collects data and documents students' strengths, achievements, and needs as directed.
- Maintains accurate and up to date records as per school/division requirements.
- Attends program planning meetings to assist in development student specific plans (IEPs, IAPs, BIPs, transitional and others).
- Implements, required specialized services (O.T., P.T., Speech and Language, Personal Health Plan and others).
- Implements techniques and strategies appropriate to the student's plan.
- Reviews and reinforces learning activities using techniques and learning strategies developed by the teacher/team to help student's master concepts and skills.
- Meets regularly with the classroom teacher for the purpose of sharing information, updating programs and monitoring student progress.
- Participates in school duties such as hallway, lunchroom and playground.
- Speaks and behaves in a professional manner with students, staff and parents.
- Provides a positive role model.
- Keeps current on applicable school and Divisional policies and practices.
- Engages in on-going professional learning opportunities to enrich knowledge and skills that contribute to student learning.

Performs other related duties as assigned.

CONTACTS

Students
 Classroom Teacher
 Resource Teacher
 Principal
 Student Services Consultant

WORKING CONDITIONS

General school environment

Number of working days = 10 days less than school year as prescribed by the Minister.

PHYSICAL AND VISUAL REQUIREMENTS

Physically capable of performing assigned duties, which may include lifting, toileting, feeding, and attending to other medical/physical needs of the student.

EQUIPMENT USED

General office equipment

Personal computer and software programs

Adaptive and assistive technology

SECTION 7

Professional Learning

Frontier School Division values continuous learning for all staff in the Division. Today's schools are dynamic environments with a diverse range of student needs. In order to meet the evolving demands of the modern educational environment, the people who work in schools, including E.A.'s, must be prepared and equipped to learn new skills, acquire new knowledge, and build on the skills and knowledge they already have.

Frontier School Division offers a variety of ways to support learning for E.A.'s.

Job Specific

Student Services, in consultation with the administration, may plan and implement job specific learning sessions which E.A.'s will be required to attend.

There are three types of requests for professional development for Educational Assistants:

- I. Area-based Professional Learning;
- II. School-based Professional Learning;
- III. Job-Specific Professional Learning.

I. Area-based Professional Learning

The Superintendent in consultation with Administrator plans professional learning sessions which Educational Assistants will be required to attend.

II. School-based Professional Learning

Educational Assistants will attend school-based professional learning sessions as deemed appropriate by administration.

III. Job Specific Professional Learning

Student Services, in consultation with the Administrator, may plan and implement job specific learning sessions, which Educational Assistants will be required to attend.

SECTION 8

Salary Scales and Certification

Salary Scales

Educational Assistants are paid an hourly wage based on education and experience.

Certification

Frontier School Division recognizes Educational Assistant / Para-Educator certification from a recognized educational institution accredited by the Association of Universities and Colleges of Canada and the Association of Canadian Community Colleges.

Hours of Work

A full-time Educational Assistant works 6 hours per day.

The length of a work year for Educational Assistants is the school year less 10 days. These days are without pay and must be arranged with the Principal.

All Educational Assistants receive a Record of Employment at the end of each school year and are eligible to apply for Employment Insurance benefits.

SECTION 9

Performance Evaluations

Performance evaluations of E.A.'s are conducted in accordance with Policy E.4.B – Supervision and Evaluation – Support Staff.

APPENDIX

Policies and Regulations

Policy

| | |
|-----------|---|
| C.2.I | Threat Assessment |
| C.2.I-R | Threat Assessment Regulation |
| C.2.I-EX1 | Immediate Risk (High) Protocol Exhibit |
| E.1.L | Hours of Work – Support Staff |
| E.1.L-R | Hours of Work – Support Staff Regulation |
| E.1.D | Criminal Record Checks (CRC) and Child Abuse Registry Checks (CARC) |
| E.1.D-R | Criminal Record Checks (CRC) and Child Abuse Registry Checks (CARC) Regulation |
| E.4.B | Supervision and Evaluation – Support Staff |
| E.4.B-R | Supervision and Evaluation – Support Staff Regulation |
| E.4.D | Course Fees |
| E.4.D-R | Course Fees Regulation |
| E.4.D-EX1 | Application for Course Fees – Support Staff Exhibit |
| G.1.K | Anaphylactic Students |
| G.1.K-R | Anaphylactic Students Regulation |
| G.1.K-EX1 | Authorization for the Release of Medical Information Exhibit |
| G.1.K-EX2 | Individual Health Care Plan Exhibit |
| G.1.K-EX3 | Anaphylactic Students Letter to Parents Exhibit |
| G.1.L | Administration of Prescribed Medication to Students |
| G.1.L-R | Administration of Prescribed Medication to Students Regulation |
| G.1.L-EX1 | Authorization for the Administration of Prescribed Medication Exhibit |
| G.1.L-EX2 | Authorization for the Release of Medical Information Exhibit |
| G.1.L-EX3 | Record of Administered Prescribed Medication |
| G.1.M | Administration of Health Care Procedures |
| G.1.M-R | Administration of Health Care Procedures Regulation |
| G.1.M-EX1 | Authorization for Health Care Procedures Exhibit |
| G.1.M-EX2 | Unified Referral and Intake System (URIS) Group A Application Exhibit |
| G.1.M-EX3 | Authorization for the Release of Medical Information Exhibit |
| G.1.M-EX4 | Authorization for Health Care Procedures (Doctor and/or Health Care Practitioner) Exhibit |

The above noted policies and regulations can be found on the Frontier School Division website at www.frontiersd.mb.ca