North Okanagan-Shuswap School District # 83
STUDENT SERVICES

CERTIFIED EDUCATION ASSISTANT HANDBOOK

Revised July 2013

Welcome to North Okanagan-Shuswap School District #83

Welcome to a team of educators and support staff dedicated to meeting the needs of all students within our school district. Our schools endeavour to provide a safe and caring environment where both staff and students can learn together.

This handbook has been written to provide clarity around the role a Certified Education Assistant (CEA) plays in support of students with special needs.

In School District #83 CEAs help students with special needs access appropriate educational programming. They are key players in enhancing the development of independence for students with special needs. The work of CEAs is essential to the aims of inclusion ensuring societal acceptance and understanding of a diverse population.

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TABLE OF CONTENTS

VISION STATEMENT

School District #83 believes that supportive relationships are built upon collaboration and communication among parents, communities, agencies, school staff and students. These supportive relationships are an integral part of student success. The provision of special programming should be based on the assumption that each child in the district, regardless of his/her potential, has the right to a free and appropriate public education.

PHILOSOPHY OF STUDENT SERVICES

Successful inclusion supports the belief that all students should, whenever possible, receive their education in age appropriate regular classrooms in their neighbourhood school. The school district, together with parents, determines the support(s) needed for successful inclusion. Inclusion is a continuum of options designed to foster the feelings of belonging, acceptance, independence and community.

To translate this philosophy into successful practice, schools will utilize:

- instructional and/or curricular adaptations and modifications which accommodate both the learning strengths and needs of individual students
- layers of support involving both SD #83 and community agencies, when appropriate
- organizational structures based on collaborative decision making
- strong home-school and school-school partnerships
- supporting students in being active participants in their own learning
- educational programming for students with special needs which works towards developing functional independence, as much as much as possible, in adulthood.

ETHICAL CONSIDERATIONS FOR
CERTIFIED EDUCATION ASSISTANTS (CEAs)

- Engage in instructional activities only under the direction of the supervising teacher (Learning Resource Teacher and/or Classroom Teacher, Itinerant teachers, etc.).

- Engage in strategies which are consistent with philosophy and standards established by the school/classroom.

- Respect the confidential nature of information concerning children. Discuss a child's progress, limitations, and/or educational program only with a member of the student's support team.

- Discuss school problems, confidential matters, or administrative issues privately **only** at school, with school staff involved.

- Express differences of opinion privately with the supervising teacher (Learning Resource Teacher and/or Classroom Teacher). Ultimately, the direction of the teacher and principal will be followed.

- Respect the dignity and self worth of all students and be always mindful of their rights and sensitivities.

- Encourage the independence of the student.

- Respect the student's special needs, race, sex, religion, cultural and economic background.

- Understand the possibility of a "dual role" (e.g. a CEA may also be a parent of a student in the school). Maintain a professional and respectful separation of these roles.

- Serve as a positive role model.

JOB DESCRIPTION

Nature and Scope of Work

The specific assignment of a CEA will vary according to the needs of the students. The assignment may include individual student support and/or program assistance under the direction of the Classroom Teacher/Learning Resource Teacher/Administrative Officer as outlined in the Individual Education Plan (IEP)/Individual Behaviour Plan (IBP).

Duties may include:

a) participation in the development and monitoring of IEP implementation, and provision of informal feedback to the case manager (LRT or Classroom Teacher, SLP etc.) regarding student progress;

b) assistance with implementation of adaptations/modifications of curriculum, including assisting students in Life Skills and Work Experience, as well as the transition process in the school, from school to school or in the community.

c) attend to and provide personal assistance to students in implementation of safety and health care plans (e.g. administration of medication, monitoring blood sugar levels, etc.), toileting, positioning, mobility, feeding, grooming, dressing, etc. as described in the IEP; (Training will be provided when required and sensitivity to gender issues needs to be considered.)

d) safely transfer and assist students to and from wheelchairs, desks; arrange equipment and work materials;

e) share in ensuring students' safety in the school and community;

f) supervise and assist students in bus transportation, and in going to or from the bus;

g) facilitate and encourage positive interactions between students with special needs and other students in the school;

h) utilize a variety of instructional aids and communication equipment to assist students and teachers;

i) assist teacher with the preparation of lesson materials, classroom/field trip supervision and record keeping pertaining to a specific student;

j) attend regularly scheduled CEA meetings as directed by the LRT.

Expected Knowledge, Abilities and Skills:

1) familiarity with the needs of the student(s);

2) ability to develop a working knowledge of the course content, instructional equipment and materials in the area(s) assigned;

3) ability to effectively assist educators in behaviour management, skill development and inclusionary practices;

4) ability to get along with students and staff;

5) ability to work effectively in a multidisciplinary team setting;

6) ability to adapt to changing situations;

7) ability to monitor student(s) and collect data objectively;

8) ability to correctly lift, transport and position student according to the Workers' Compensation Board regulations.

9) willingness to take specialized training required to support special needs students (eg. tube feeding, autism certification, signing, Braille, NVCI, etc.).

Training and Experience:

Completion of Grade 12 or equivalent, supplemented by a college level course for CEAs or, in special circumstances, an equivalent combination of training and experience may be considered.

"Please do" and "Please do not" for the CEA

Please do:	Please do not:
Be part of the student support team.	Operate without teacher direction.
Be temporarily left alone in the classroom under teacher/LRT direction.	Decide which concepts/content/skills are to be taught.
Work under indirect teacher/LRT supervision with individuals or groups of students, as described in the IEP(s) or as per teacher directives.	Decide what skills are to be taught.
Have specific instructional and management responsibility for students, as outlined in the IEP(s), or as per teacher directives.	Be given responsibility for designing student programs.
Be involved in team meetings regarding a specific student and provide input as requested.	Be assigned to attend meetings without the supervising teacher.
Support the inclusion of students with special needs in regular classes.	Be given sole responsibility for the inclusion of student(s).
Be assigned record keeping tasks relevant to student IEP(s).	Be responsible for student diagnosis, evaluation or reporting.
Aid the teacher in supervising students during assemblies and group field trips.	Take responsibility for arranging and supervising field trips.
Transport and accompany students for community based instruction as described in the IEP(s) and as covered by school district Field Trip Policy.	Take student out of class or school without permission or knowledge of the supervising teacher.
Under the specific direction of the Case Manager/AO/Teacher, communicate with parents (e.g., home-school book).	Communicate on their own accord with parent(s) about behavioural/educational issues – this includes verbal exchanges, texting, emailing, phone calls, use of social media.
Prevent a student from harming self or others by restraining him/her (as per IEP).	Grab, pull, restrain a student in any way as a disciplinary measure.
When in doubt, ask.	

COLLABORATIVE ROLES

Category	Roles of LRT/Case Manager	Roles Performed by SBT/LRT Team and/or Classroom Teacher	Roles Performed by CEA Under Teacher/LRT Direction
Classroom Organization	* Co-plans with Classroom Teacher as required.	* Plans weekly schedule *Plans lesson/activities for entire class and individual students	* Assists in implementing plan as specified by the teacher
Assessment	* Assesses individual students or groups of students as required.	* Assess individual children * Administers tests to entire class	* Assists with observations monitoring and objective scoring. * Provides assistance with test taking.
Setting Objectives	* Collaborates with Classroom Teacher in determining appropriate objectives for individual students.	* Determines appropriate objectives for class and for individual children	* Reinforces or assists with instructional objectives.
Behaviour Management	* Collaborates with Classroom Teacher in developing and implementing behaviour management strategies for individual students.	* Plans behaviour management strategies for entire class and for individual children. Provide information to SEA.	* Implements behavioural management strategy using the same emphasis and techniques as teacher
Working with Parent	* Participates in meetings with parents and the implementation of behaviour management strategies for individual students.	* Meets with parents * Initiates conferences concerning child's progress	* Participates in parent/teacher conferences when requested.
Individual Education	* Collaborates with Student Support Team to develop and implement IEPs.	* Develops and implements Program	* Carries out specified plans for student including non-academic. * Provides feedback and relays concerns.

SUMMARY OF SCHOOL-BASED TEAM MEMBERS' RESPONSIBILITIES

Parents/Guardians	**CEA**	**Classroom Teacher**
• Inform Teacher/Case Manager of important changes in the student's home life. • Participate in the development of an IEP for the child. • Support implementation of IEP. • Take problems and concerns to the Teacher/Case Manager. • Follow through on home programs. • Maintain communication with school as arranged. • Take responsibility for medical/personal needs and other concerns.	• Carry out programs as directed. • Provide input to team for program modification and change. • Physical care of student. • Participate in team meetings as requested. • Bring problems and concerns to the attention of Teacher/Case Manager. • Keep a daily journal as required. • Work with students in the classroom as assigned by teacher. • Develop positive rapport with student. • Model appropriate ways of interacting with the student. • Facilitate opportunities for interactions with peers. • Prepare, in collaboration with LRT, substitute CEA information for specific students, as required.	• Provide the classroom program/routine/management. • Model appropriate ways of interacting with the students. • Provide opportunities for inclusion within the classroom. • Evaluate and report on student progress. • Oversee home/school communication. • Supervise/assist/program for CEA as required. • Be aware of and responsible for safety precautions. • Provide other team members with information regarding changes of classroom schedules, themes and other activities. • Maintain regular communication with CEA.
Case Manager/Learning Resource Teacher	**School Based Administration**	**Therapists/Itinerant Support Personnel**
• Chair school based team meetings. • Introduce and orientate the CEA. • Act as contact person. • Co-ordinate services • Be in charge of setting up and monitoring programs. • Attend in-service or set up in-service for other staff. • Set up CEA schedules. • Support and provide feedback to other team members. • Education/behavioural assessment (Level A & B) • Liaise with Administration. • Team teach with classroom teacher – facilitate inclusion of students with special needs within the school and community. • Prepare, in collaboration with CEA, substitute CEA information for specific students, as required. • Ensure that safety plans are in place in case of emergency, in collaboration with AO, CEA and Classroom Teacher.	• Commitment to the consultation/collaboration model; participation in School Based Team meetings. • Be familiar with student IEPs and IBPs • Be responsible for dealing with interpersonal issues and evaluation for all staff. • Provide time for school-based professional development. • Provide support and feedback to Teacher/CEA. • Evaluate CEA as per school district probationary period form. • Participate in the development of student Safety Plans	• Develop programs as part of a team. • Provide support and feedback to team members. • Assessment. • Provide direct service. • In-service school staff and parents. • Suggest equipment and monitor its use and condition. • Provide information re: community services and outside agencies. • Participate in School Based Team meetings (as required). • Attend district meetings as required.

ORIENTATION CHECKLIST

CEA: _____   **LRT:** _____

SCHOOL: _____   **DATE:** _____

This checklist is intended to be used in an LRT/CEA orientation meeting. It is suggested that a copy be filed by the CEA and LRT, along with the "Knowing Your Job" Questionnaire at the end of this book.

☐   1. Have I reviewed my role with the LRT/Classroom Teacher?

☐   2. Have I exchanged telephone numbers and emails with the LRT/Classroom Teacher?

☐   3. Do I know school emergency procedures in case of fire, weather or medical

emergencies? (Written policies located in school office.)

☐   4. Do I know who to call if I am going to absent or late?

☐   5. Have I become familiar with the daily classroom schedule and student's timetable?

☐   6. Do I understand my job description, roles and responsibilities?

☐   7. Do I understand how I am to divide my time among tasks?

☐   8. Do I understand the teacher's discipline methods?

☐   9. Do I know in what ways the teacher wants me to assist in disciplining students?

☐   10. Do I know which student records I am to keep and where to file them?

☐   11. Do I know the outside-the-classroom activities (e.g. Lunchtime or playground

duties) for which I am responsible?

☐   12. Do I know the procedure for taking a student off the school premises, for

outings, etc?

☐   13. Do I know how to get necessary supplies and equipment?

☐   14. Am I familiar with the school policy concerning releasing a child to a parent (or

other adult) who comes to pick that child up early?

☐   15. Do I understand the Child, Family and Community Service Act regarding reporting suspected cases

of child neglect or abuse? Do I know who to report to at the school level?

☐   16. Do I understand how to report a concern when I observe a perceived misconduct by a colleague?

Name: _____   School: _____

Date: _____

KNOWING YOUR JOB

1. What are my special and regular duties?
_____
_____

2. What records am I responsible for keeping?
_____
_____

3. What special services are available to the classroom and the school in which I work?
_____
_____

4. What schedules am I responsible for following?
_____
_____

5. What emergency provisions apply to my situation?
_____
_____

6. When do pupils arrive? When do they leave? Do I need to be aware of busing with my assignment?
_____
_____

7. Where and when will the students in my classroom have unstructured time?
_____
_____

8. What are the most significant school ground regulations?
_____
_____

9. For what lunchtime activities will I be responsible?
_____
_____

10. Where are the supplies kept and how are they obtained?

_____

11. What equipment is available and how is it obtained?

_____

_____

12. What is the line of communication and authority I am expected to follow?

_____

_____

13. If I am responsible for working with more than one teacher, how is my time divided?

_____

_____

14. What pupil records are available to me?

_____

_____

15. To whom should I direct questions concerning school policy?

_____

_____

16. With whom should I discuss a problem concerning relationships?

_____

_____

17. What should my response be when parents raise questions about their child's functioning in the classroom?

_____

_____

18. What is expected of me in terms of pupil discipline?

_____

_____

19. What course should I follow if I feel that I do not have enough to do?

_____

_____

20. How does my teacher view the teacher/CEA relationship?

APPENDIX

SPECIFIC STRATEGIES FOR CEAs TO USE IN THE CLASSROOM

A. Enabling the learner
Ask yourself, "In what ways does this activity contribute to the student become a more independent leaner or member of the classroom/school/larger community?"

Strategies include:
➢ Assisting the student to gain independence by listening to the teacher during class lessons.
  Example: During mathematics when the teacher is introducing the lesson, ensure the student is attending to the teacher rather than working on student's individual program.

➢ Using open-ended questions supports students in becoming better prepared and organized at the start of each activity.
  *Example***:** When the teacher asks the class to take out printing books, wait to see student response. If student appears uncertain, ask student "What do you need for printing?" Continue with open-ended questions as needed.

➢ Encouraging students to use information from the environment before seeking adult assistance.
  Example: If the class is lining up, prompt the student to watch his/her peers for direction rather than telling him/her to line up.

➢ Encouraging students to follow the same routines and meet classroom expectations as their peers.
  Example: If students are encouraged to raise hand to gain adult attention, expect student with special needs to do the same, rather than going up to student to give unsolicited help.

➢ Encouraging and supporting direct communication between the student and others.
  Example: A student comes to you with a concern regarding the student with special needs taking something from them without asking. Encourage the students to communicate directly with each other rather than involving an adult to solve the problem.

Values and Benefits of Enabling the Learner:

  ✓ provides the child with "thinking opportunities"
  ✓ prepares the student to approach future situations
  ✓ encourages the student to model the behaviour of his/her peers
  ✓ develops new strategies in the learner
  ✓ develops independent use of a strategy by the student, rather than anticipating adult assistance
  ✓ encourages other students in the class to model your behaviour; thus, they will encourage the student with special needs to become more independent.

B. <u>Wait Time/Giving Space</u>

   "Wait Time"   - Provides the student opportunities to respond to a situation. This will depend on the individual situation.

       OR

"Giving Space"   - Decreases the amount of time the CEA spends in close physical proximity to the student.

<u>Strategies Include</u>:
- Providing the student with extra time to process language or make a responsible decision.
  Example: A child who tends to echo speech patterns may initiate speech if provided with wait time.
  Provide wait time after asking a question, setting expectations or explaining possible consequences to a situation.

- Providing the student with physical space to practice self reliant, problem solving behaviour.
  Example: During class lessons provide space by locating yourself away from one specific student.
  Set out a task and inform the student you will return when the task is finished. Inform the student to raise a hand to indicate that assistance is required or to show that the assignment is completed.
  A separate desk or table for the CEA could be provided so that other students feel that they, too, have access to help.

<u>Values and Benefits of Wait Time</u>

- ✓ Allows the student's language to develop by providing opportunities to initiate and communicate.
- ✓ Allows the student the opportunity to make mistakes and learn from them.
- ✓ Helps prevent disruptive acting out behaviour by utilizing the time to process information and to make decisions.

<u>Values and Benefits of Giving Space</u>

- ✓ Promotes feelings of equality and sameness amongst the students.
- ✓ Helps the students perceive that the CEA is there for everyone.
- ✓ Provides the student the opportunity to look around and model the behaviour of his/her classmates.
- ✓ Provides opportunities for other students to assist.

C. <u>Making Choices</u>

When students are involved in the decision making process, they gain a sense of control and identity.

<u>Strategies include</u>:
- Encouraging the student to determine independently which portion of the assignment is preferred to complete first.
  Example: In a Social Studies activity that includes a written paragraph and map, then let the student choose the order in which the assignment is to be completed.

➢ Should a student refuse to do his/her work, providing a choice of completing the task at the time it is requested or at the teacher's discretion.
Example: The teacher/assistant tells the students to do questions l-10 in their math book, using the calculator. The student says "No way". After discussing these procedures with the teacher, the CEA may say "You decide. You have the choice to do it now or in your own time – such as homework, 3:00 pm, detention, or free time." The choice must be one you can enforce.

➢ Providing a student who is reluctant to follow teacher/assistant instructions more time to make the decision to respond appropriately.
Example: If the student is reluctant to begin his/her work, say "When you have decided you are ready, I'll come back to help you".

➢ Supporting the student's choice by re-enforcing the fact the student has made the decision.
Example: The student has been distracting peers while working in a group situation. He has been requested to work more co-operatively. If he continues to distract his peers, the CEA could say "By responding this way, you have made the decision to work on your own". Student is then asked to leave the group.

D. Ignoring
Ignoring negative behaviours (as long as they are not hurtful) which tend to be attention seeking, encourages the student to demonstrate behaviours which will provide positive attention and feedback.

Strategies include:
➢ Physically removing oneself from the interaction, if behaviour is not destructive, dangerous or extremely distracting.
Example: A child is intentionally crumpling paper to gain adult attention. Walk away from this student and provide attention to a student working productively. Return to student as soon as frustration subsides to support and coach with warmth.

➢ Maintaining a neutral tone and refocusing the student to the task.
Example: A student uses obscene language as a means of gaining adult attention. Use an empathetic statement (e.g. "This seems really frustrating. I wonder if …………would help?") Direct student attention to the responsibility to complete tasks.

Value and Benefits of Ignoring

✓ Helps the student realize this behaviour will not result in adult attention. Child must explore new strategies to obtain adult attention and reinforcement.
CAUTION:
This may not always be appropriate, as it may give the message that this behaviour is acceptable. Other options should be explored –e.g. quiet or reflection time, working quietly (without talking) beside or near the student, class meetings, circle sessions. You can also coach with gentle suggestions (e.g. It is easier for me to help you when you wait patiently instead of yelling.") The relationship is key. Attempt to preserve the relationship while coaching to more appropriate behaviour.

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