



Central Okanagan
Public Schools

Together We Learn

Certified Education Assistant Handbook



♥ EDUCATION SUPPORT WORKERS ♥

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FOREWORD

Certified Education Assistants are vital members of a student's educational support team, working to meet the unique needs of students in Central Okanagan Public Schools.

This handbook has been developed to assist in the orientation of Certified Education Assistants (CEAs) to identify roles and responsibilities and to guide day-to-day practice.

This document was created collaboratively with contributions from CUPE and members of a variety of departments within Inclusive Education.



**Central Okanagan
Public Schools**

Together We Learn

Vision

Together We Learn

Purpose

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Our Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Cultural Values

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honoring people and caring about their rights.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Equity** empowers each learner to thrive, holistically.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings.



INCLUSIVE EDUCATION SERVICES

MISSION STATEMENT

We believe trust relationships are the key to effective educational services. These relationships can only be built through honest, effective, respectful, and frequent interpersonal contact. The needs of students are best met through a collaborative consultation approach where students and parents have the right to be, and should be, involved in the decision-making process and education of their children. Personal wants must become secondary to the needs of students. Therefore, a team of equal status educators working in a consensus or majority decision model is likely to be most effective.

WHO PROVIDES THE SERVICE?

In order to achieve the province's goals of education, some children will require inclusive education. These children are identified by the School Based Team in consultation with parents following provincially mandated criteria.

When a new child arrives or a learning difficulty is suspected, the child's teacher and parents request help from the School Based Team and/or School District Consultants. The School Based Team and/or School District Consultants meet with the Teacher and Parents to:

- identify the problem
- generate practical solutions
- determine the best course of action
- put it in writing (Individual Education Plan – I.E.P.)
- implement the plan to help the child

THE INDIVIDUAL EDUCATION PLAN (I.E.P.)

Once children are identified as needing inclusive education, teachers, parents, and other caregivers come together to develop an Individual Education Plan (I.E.P.). An I.E.P. outlines

what parents, students, and others can expect regarding a specific child's educational program. It is a written plan which describes the program modifications and/or adaptations for the student. It does not describe every aspect of the student's program. Usually, two to four major goals are included. The personalized goals are based on the competencies and skills the student and I.E.P. team have identified. The I.E.P. is a tool to assist teachers in monitoring student progress and to provide a useful basis for reporting. It also identifies the support services to be provided and serves as an ongoing record to ensure continuity in programming. Please see the inclusion or resource teacher assigned to your school to view a copy of the I.E.P.s of students you are supporting.

WHEN IS AN I.E.P. MEETING CALLED?

The school is legally required to design an I.E.P. for each student who is designated using the Ministry of Education and childcare guidelines. I.E.P. meetings are held in the fall, spring and or at a teacher's or parent's request. Teachers may be provided with release time. Often a mid-year review is also scheduled.

For more information on Central Okanagan Public Schools District Policies, follow this link:

<https://www.sd23.bc.ca/board-policies-board>

For a quick reference guide to Inclusive Education Services, see the link below:

<https://www.sd23.bc.ca/inclusiveeducation>

ROLES & RESPONSIBILITIES

DESIGNING PROGRAMS AND PLANNING AND ORGANIZING LEARNING EXPERIENCES FOR STUDENTS WITH SPECIAL NEEDS

TEACHER	SHARED	EDUCATION ASSISTANT
▪ Designs instructional program ▪ Develops I.E.P.s ▪ identifies responsibilities of individual members of student specific support teams in terms of participating in the development, implementation, and monitoring of the programs as described in the I.E.P	▪ Discuss learners' strengths and weaknesses and consider best possible areas of program focus ▪ Attend program planning meetings, based on school and district policies, to assist with developing I.E.P.s and transition plans for children and youth with diverse abilities and disabilities	▪ Shares relevant information about the performance and behavior of individual learners to support I.E.P. goals, transition, and program design
▪ Plans learning activities with multiple access points for all learners	▪ Discuss objectives and goals ▪ Discuss and clarify, on a regular basis, the ways in which the teacher assistants can assist the teacher with instructional programs, classroom management, and expectation setting for students	▪ Gathers relevant information through working with student or students to provide feedback into the planning process
▪ Determines appropriate modifications and adaptations in line with I.E.P. goals	▪ Discuss adaptations and modifications to curriculum and resource materials	▪ Produces materials and implements strategies to accommodate individual learner needs/styles
▪ Identifies the appropriate instructional learning resources ▪ When needed, advocates for the appropriate instructional learning resources	▪ Discuss what instructional learning resources are needed to reach I.E.P. goals (e.g. flash cards, social stories, abacus)	▪ Assist with development of instructional learning resources

TEACHER	SHARED	EDUCATION ASSISTANT
Reviews and reinforces learning activities for concept and skill development	Review learning resources together to clarify and share experiences and expectations	Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills
Develops school-based learning goals for individuals and groups	Plan activities to meet goals	- Assists students with learning activities and/or independent study projects developed by teacher/team - Monitors and reports to teacher/team on implementation of the program
Designs learning and skill development goals for worksites and other community-based settings	- Plan activities to meet goals - Share resources and concerns	Supports learning and skill development activities in worksite and community-based settings
Establishes work plan priorities	- Review plan daily and weekly - Set consultative meeting times	- Follows priority plan - Keeps teacher up to date on the implementation of the program
Provides the CEA with the requisite information regarding the classroom management structure, discipline plan, and expectations for students	Discuss and clarify classroom management structure, discipline plan, and expectations for students	Carries out work within developed structures and plans, being consistent with expectations for students

IMPLEMENTING PROGRAMS FOR STUDENTS WITH

SPECIAL NEEDS: DELIVERY OF SERVICE

TEACHER	SHARED	EDUCATION ASSISTANT
▪ Instructs, supervises, and facilitates student learning	▪ Discuss successful practice with goals in mind (e.g. I.E.P., behavior plan, district response plan, fair supplemental plan)	▪ Facilitates student learning individually and in small groups
▪ Develops individualized, appropriate, behavioral program	▪ Discuss specific philosophy, techniques, strategies, and appropriate language	▪ Implements the techniques and strategies as discussed ▪ Documents, monitors, and reports to teacher/team on implementation of the program
▪ Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations	▪ Discuss specific techniques, strategies, and appropriate language	▪ Implements specific techniques, strategies, and appropriate language as discussed and/or demonstrated
▪ Seeks assistance of principal to provide a workplace for the teacher assistant	▪ Discuss and identify workplace settings	▪ Monitors effectiveness of workplace settings and reports to teacher and/or principal

**ASSESSING, EVALUATING, REPORTING
AND RECORDING STUDENT PROGRESS**

TEACHER	SHARED	EDUCATION ASSISTANT
Ensures assessment and learner profiles are current	Discuss information	Carries out functional (informal) assessment activities to assist the teacher in developing learner profiles
Convenes/attends meetings of student specific support team within a teacher's instructional hours and CEA's paid work hours	Discuss information with the entire team	Attends meetings of student specific support team during paid work hours
Evaluates progress according to goals of I.E.P.	Exchange and discuss information	- Observes and documents learner strengths, achievements, and needs through daily learning activities - Assists in the collection of data for the purpose of evaluating student progress
- Reports to parents (a) Informal, ongoing, and (b) Formal, written reports	Discuss relevant confidential information	Provides information to teacher for home/school formal/informal communications
Maintains required school, school district, and provincial records	Clarify data requirements	Assists in maintaining learner records required by school, school district, or provincial policy

DEVELOPING SUPPORTIVE ENVIRONMENTS:
FOR LEARNERS, THEIR FAMILIES, SCHOOL AND DISTRICT STAFFS

TEACHER	SHARED	EDUCATION ASSISTANT
Documents and shares workplace concerns	Discuss concerns to facilitate early problem solving through informal and regularly scheduled meetings during the workday	Documents and shares workplace concerns
- Remains current in school, district, and provincial policies and procedures - Reviews and monitors that policies are being implemented - Shares information	Follow guidelines established by the school/district to protect the safety and well-being of children, youth, and staff	- Remains current in school, district, and provincial policies and procedures - Reviews and monitors that policies are being implemented - Shares information
- Shares relevant student-related information on behaviour, social, emotional, and physical health subject to privacy regulations - Requests that appropriate health or other training is provided to support staff	- Maintain confidentiality - Support occupational and physiotherapists, speech-language pathologists, vision and hearing-impaired specialists, and nurses in the delivery of required services - Follow established protocol and collective agreements regarding administration of medicine and/or medical procedures	- Carries out personal and health care routines as directed - Carries out specific procedures only if appropriate training has been provided - Follows all established reporting procedures

PROFESSIONAL GUIDELINES AT A GLANCE

FOR THE CERTIFIED EDUCATION ASSISTANT

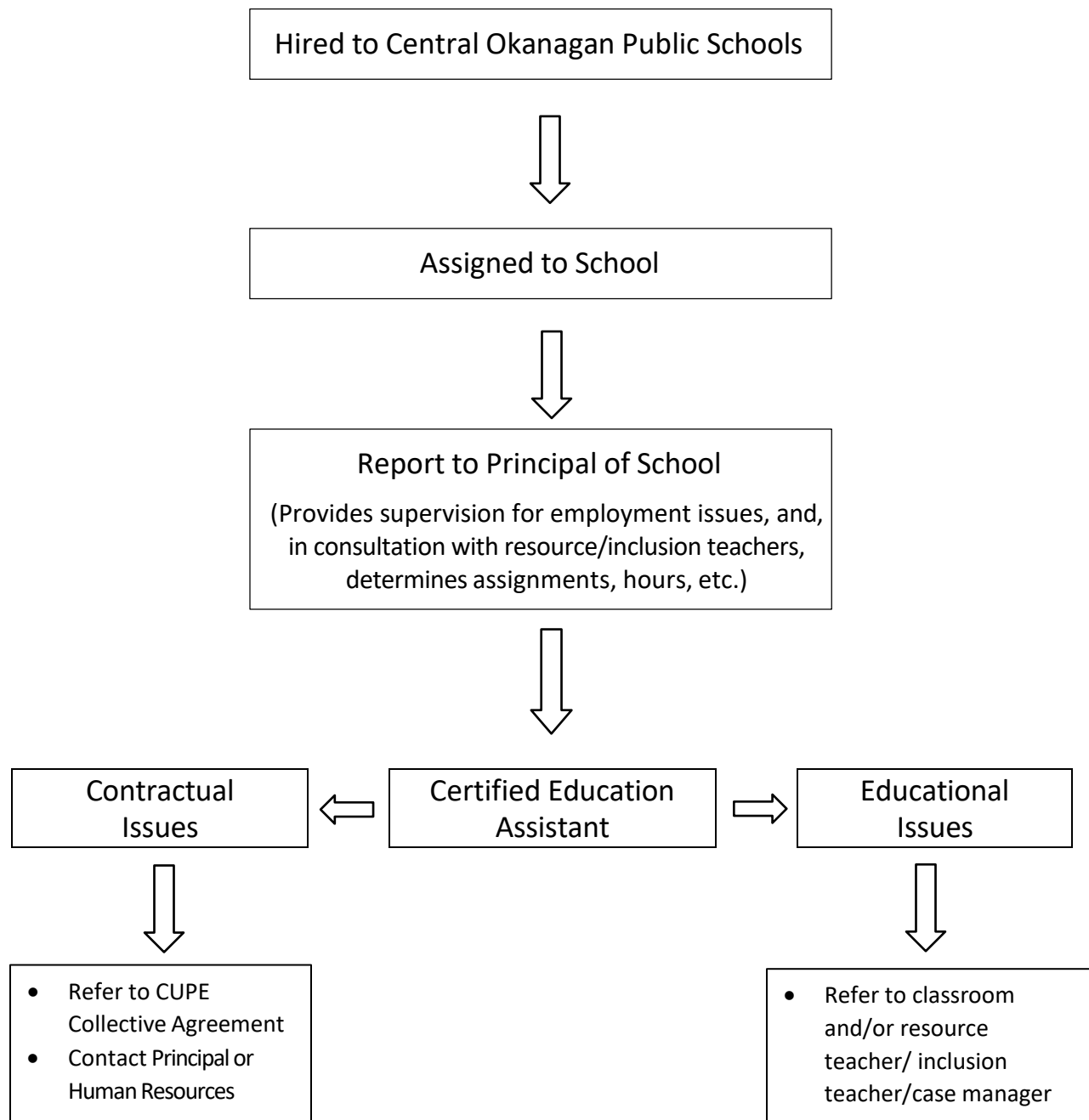
CERTIFIED EDUCATION ASSISTANT MAY:

1. Be left alone to supervise in the classroom for brief periods of time.
2. Work under the classroom teacher/case manager's direct and/or indirect supervision with individuals or groups of students.
3. Have specific instructional and behavior management responsibility for students, as outlined in the I.E.P(s).
4. Be involved in team meetings regarding a specific student and communicate with team members on an ongoing basis.
5. Facilitate the appropriate inclusion of students with diverse abilities and disabilities in regular classes as outlined in the IEP(s).
6. Be assigned record keeping tasks relevant to student IEP(s) during hours of employment.
7. Aid the teacher in supervising students during assemblies and group field studies.
8. Choose to transport and accompany students over the age of 9 for community-based instruction as described in the IEP(s) and as covered and approved by Central Okanagan Public Schools Field Studies Policy. You may agree to transport a child but cannot be required to do so.
9. Communicate with parent(s)/guardian as specifically directed by the case manager/administrator/classroom teacher, or as outlined in the IEP(s) or Nursing Support Services Delegated Care Plan.
10. Discuss confidential information with administrator/case manager or classroom teacher.

CERTIFIED EDUCATION ASSISTANT MAY NOT:

1. Operate without teacher direction.
2. Substitute for teachers or have responsibility for a class.
3. Decide which concepts and skills are to be taught.
4. Be given responsibility for designing student programs/curriculum.
5. Be given sole responsibility for the inclusion of the student.
6. Be responsible for student diagnosis, evaluation, or reporting.
7. Take primary responsibility for arranging and supervising class field studies.
8. Take student(s) out of class or school without permission or knowledge of the supervising teacher and/or case manager.
9. Communicate on their own accord with parent/guardian about behavioral/educational issues.
10. Communicate with parent(s)/guardian via personal cell phone.
11. Wear shoes with open toes or open heels.
12. Use cell phone for personal use during work hours.
13. Discuss confidential information with other staff members or in public areas.

LINES OF COMMUNICATION FOR CERTIFIED EDUCATION ASSISTANTS



The classroom teacher and/or resource teacher/inclusion teacher/case manager provides CEAs with supervision about working with their students and how they want the curriculum adapted and modified.

Problems? Try to resolve with the teacher, then speak to the principal if necessary. Finally, if no resolution, speak to your shop steward.

ETHICAL CONSIDERATIONS

1. Engage in instructional activities and use adaptations/strategies that are determined by the student's support team and detailed in the IEP.
2. Respect the confidential nature of information concerning students. Discuss a student's progress, limitations, and/or educational program only with another member of the student's support team in a private setting.
3. Discuss school problems, confidential matters, or administrative issues privately only with school staff involved.
4. Express differences of opinion or concerns privately with the relevant member of the student's support team.
5. Respect the dignity and self-worth of all students.
6. Encourage the independence of the student.
7. Serve as a positive role model.

For further reference, please see the links below:

Respectful Workplace Policy

<https://www.sd23.bc.ca/documents/55a60d50-cc9b-556a-b5d2-a279238f3a68/351.pdf>

<https://www.sd23.bc.ca/documents/8073a530-9720-567e-af41-fc79d741ed06/351R.pdf>

Conflict of Interest & Confidentiality:

<https://www.sd23.bc.ca/documents/5fa9b81d-9961-5653-ba86-def094aaefcc/390.pdf>

CONFIDENTIALITY OF STUDENTS' AND PARENTS'

PERSONAL INFORMATION

As an employee of Central Okanagan Public Schools, you have an important required obligation to maintain the confidentiality of students' and parents' personal information. This obligation is outlined in the *Freedom of Information and Protection of Privacy Act*, in the *School Act* and in Central Okanagan Public Schools Policies and Procedures.

Under the *Freedom of Information and Protection of Privacy Act*, you are required to keep personal information confidential. Personal information is described as anything that identifies an individual including:

- Name
- Address
- Telephone Number
- Personal Education Number (PEN)
- Educational Record
- Health Information
- Character Assessment
- Ethnic Background
- Photograph

The *School Act* states that you must ensure the confidentiality of student records and ensure privacy for students and families. By stating that employees must ensure privacy for students and families, the *School Act* is telling you that your obligations extend beyond the safeguarding of confidential records. You must also refrain from discussing students' personal information with your family and friends and you should not even discuss a student's personal information with a co-worker, unless that co-worker is involved with you in some way with that student's program.

Here are some requirements for safeguarding students' and parents' privacy:

- If there is a child custody situation, seek advice about what information you can share with the non-custodial parent.
- Don't give personal information over the phone unless you are absolutely sure of the person's identity and right to the information.
- If you are accessing personal information on a computer, be careful about who can see the screen and don't leave the information on the computer unattended.
- Any documentation, notes, or data tracking should be given to the case manager or school administrator at the end of each school year.

School District No. 23, Central Okanagan Public Schools, expects employees to adhere to the legislation and district policies regarding confidentiality. If you have any questions on this topic, you can speak with your school principal or the district's information and privacy coordinator.

NURSING SUPPORT SERVICES INFORMATION

WHAT CEAs NEED TO KNOW ABOUT NURSING SUPPORT SERVICES (NSS) DELEGATED CARE PLANS

- Annual training is mandatory.
- All training is student specific (non-transferable to other students).
- Must follow plan exactly as written.
- Only CEAs with mandatory training specific to their student can provide the delegated tasks.

NURSING SUPPORT SERVICES COORDINATORS work with students who have ongoing health care needs who require specific intervention in the school setting. They provide annual training and ongoing monitoring for CEAs supporting students with a NSS Delegated Care Plan. The Nursing Support Services Coordinator is a member of Central Okanagan Public Schools' multidisciplinary team and attends scheduled team meetings.

Examples of delegated care tasks are:

- gastrostomy tube meals;
- management of Type 1 diabetes;
- seizure rescue medication administration;
- clean intermittent catheterization; and
- oral suctioning.

Until mandatory training is provided to school staff by Nursing Support Services, parents/guardians are responsible for their child's medical procedures during the school day. Changes to Nursing Support Services (NSS) Delegated Care Plan can ONLY be made by the NSS Coordinator.

NURSING SUPPORT SERVICES PROGRAM link:

<http://www.bcchildrens.ca/our-services/sunny-hill-health-centre/our-services/nursing-support>

PUBLIC HEALTH NURSES work in partnership with school staff, students, parents, and the community to promote health, prevent disease, and prevent injury for students.

Examples of activities:

- collaboration and consultation on Health Promoting School Initiatives;
- immunization;
- infectious disease follow-up;
- consultation on health education curriculum and activities;
- consultation for students with special health needs;
- anaphylaxis, diabetes, glucagon administration and seizure first aid training.

HEALTHLINKBC RESOURCES

HAND WASHING #85 <https://www.healthlinkbc.ca/healthlinkbc-files/hand-washing>

BLOOD & BODY FLUIDS #97

<https://www.healthlinkbc.ca/sites/default/files/documents/healthfiles/hfile97.pdf>

GLOVES: CAREGIVING: USING DISPOSABLE GLOVES: <https://www.healthlinkbc.ca/health-topics/caregiving-using-disposable-gloves>

SCHOOL ORIENTATION CHECKLIST

CEA: _____

INCLUSION TEACHER/RESOURCE TEACHER/CASE MANAGER: _____

_____ **SCHOOL:** _____

DATE: _____

This checklist must be used in a resource teacher/inclusion teacher/case manager and CEA orientation meeting.

1. Have I reviewed my assignment with the resource teacher/inclusion teacher/case manager/classroom teacher?
2. Do I understand my job description and professional guidelines?
3. What is the line of communication and line of authority that I am expected to follow?
4. Do I know school rules and emergency procedures in case of such events as fire, lockdown, or medical emergencies? (Written policies located in each classroom).
5. Do I know who to call and what special instructions to leave on the Central Okanagan Absence Reporting System (COARS) if I am going to be absent?
6. Have I familiarized myself with the Student Information Package Binder?
7. Do I know which Inclusive Education personnel are involved with the student?
8. Have I become familiar with the student's most recent IEP, the daily schedule, the student's timetable and any specialized plans?
9. Do I know which student records I am to keep and where to file them?
10. Do I know the out-of-classroom activities (i.e. break supervision, noon-hour supervision) for which I am responsible?
11. Do I know the procedures(s) for taking a student off the school premises for outings? (Who to report to? Which forms are required?)
12. Do I know how to obtain necessary supplies and equipment?
13. Do I understand the Ministry of Children and Family policy regarding reporting suspected cases of child abuse or neglect? (Contact resource teacher or administrator for guidance).
14. Who can familiarize me with the student's technology or specialized equipment?

SCHOOL ORIENTATION CHECKLIST – ANSWER KEY

CEA: _____

RESOURCE TEACHER/INCLUSION TEACHER/CASE MANAGER: _____

_____ SCHOOL: _____

DATE: _____

This checklist must be used in a resource teacher/inclusion teacher/case manager and CEA orientation meeting.

1. Have I reviewed my assignment with the resource teacher/inclusion teacher/case manager/classroom teacher?
yes
2. Do I understand my job description and professional guidelines?
see pages 6-10 in CEA handbook
3. a) What is the line of communication in regards to students?
CEA to resource teacher/inclusion teacher to administration

b) The line of authority related to the workplace that I am expected to follow?
CEA to administration
4. Do I know school rules and emergency procedures in case of such events as fire, lockdown, or medical emergencies? (Written policies located in each classroom).
classroom teacher or case manager
5. Do I know who to call and what special instructions to leave on the Central Okanagan Absence Reporting System (COARS) if I am going to be absent?
included in the CEA orientation
6. Have I familiarized myself with the Student Information Package Binder?
case manager
7. Do I know which Inclusive Education Services personnel are involved with the student?
case manager
8. Have I become familiar with the student's most recent IEP, the daily schedule, the student's timetable, and any specialized plans?
case manager
9. Do I know which student records I am to keep and where to file them?
classroom teacher or case manager

10. Do I know the out-of-classroom activities (i.e. break supervision, noon-hour supervision) for which I am responsible?

case manager

11. Do I know the procedures(s) for taking a student off the school premises for outings? Who to report to? Which forms are required?

administration/case manager

- signing in/out at the school office
- list of staff and students off property
- trained staff member in first aid
- Medical Alerts
- Nursing Support Services Delegated Care Plan – medication and supplies
- Transportation of Central Okanagan Public Schools Students Vehicle Use and Authorized Driver's Statements
- SD23 Field Studies Parent Permission Form – completed and signed

12. Do I know how to obtain necessary supplies and equipment?

case manager

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

contact resource teacher/inclusion teacher or administrator for guidance

14. Who can familiarize me with the student's technology or specialized equipment?

case manager

Please see the links below for the Procedures regarding Child Protection:

<https://www.sd23.bc.ca/documents/51dd129c-a34d-557e-a506-8065477b3ace/453.pdf>

<https://www.sd23.bc.ca/documents/0b0689f8-7895-5c2d-9434-12c8caa9cf6e/453R.pdf>

REFERENCES

1. CEA HANDBOOK 1999 – CENTRAL OKANAGAN SCHOOL DISTRICT NO. 23
2. INCLUSIVE EDUCATION 44 LEARNING SERVICES HANDBOOK – NORTH VANCOUVER SCHOOL DISTRICT NO. 44
3. INCLUSIVE SERVICES PARA-PROFESSIONAL HANDBOOK – KOOTENAY-COLUMBIA SCHOOL DISTRICT NO. 20
4. EDUCATION ASSISTANT HANDBOOK – CARIBOO-CHILCOTIN SCHOOL DISTRICT NO. 27
5. EDUCATION ASSISTANT MANUAL – MAPLE RIDGE SCHOOL DISTRICT NO. 42