



Pembina Trails **EA Handbook**

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Pembina Trails is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

Expectations for Student Learning

1. That all students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. That by the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. That all students in Pembina Trails will graduate from high school.

Policy on Inclusion & Appropriate Educational Programming (Policy IFC)



The Division recognizes that today's classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. 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 individualized learning outcomes.

The Division supports Manitoba Education's commitment to fostering inclusion practices.

"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."

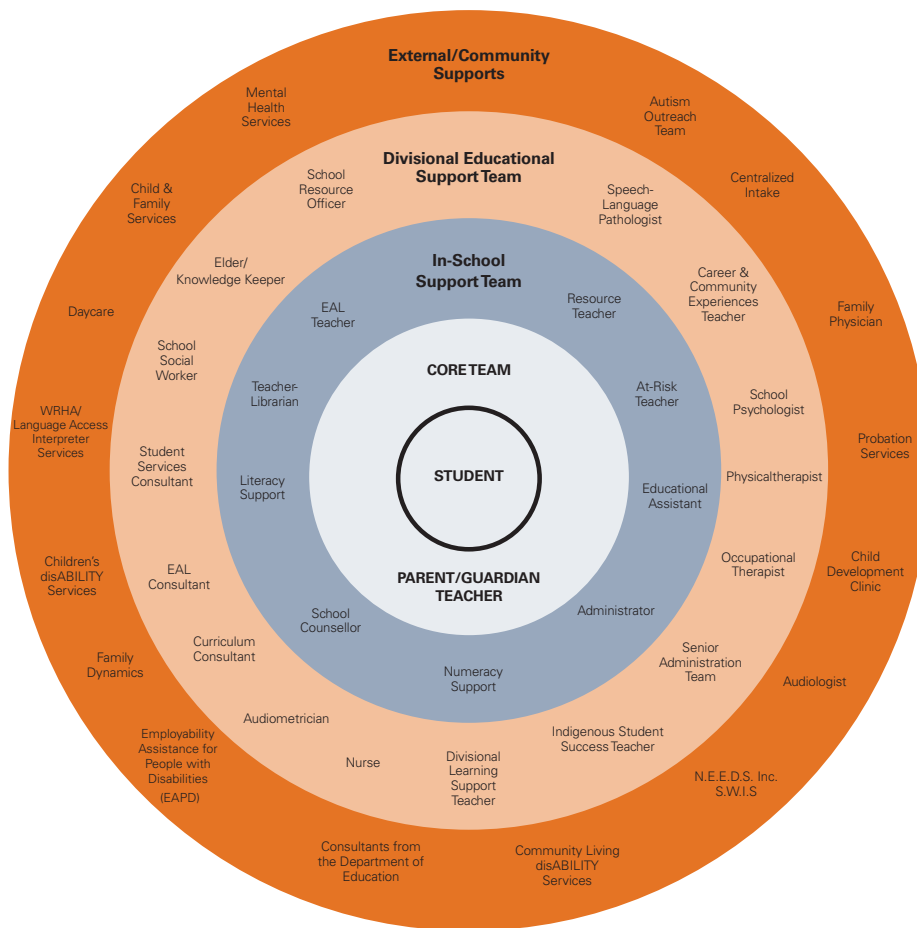
"To make inclusion applicable in Manitoba schools, educators will:

- 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 modelling 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 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.

Supporting Inclusive Schools: A Handbook for Student Services, Manitoba Education and Training.

The Continuum of Supports



Team planning and collaboration between home and school is a critical factor in student success.

Pembina Trails School Division offers a continuum of supports to assist student learning. All teachers have access to multiple layers of support that can be called upon when needed to assist in the development of an appropriate educational plan for an individual student or group of students.

The student, who is in the centre, is part of the core educational team which includes the teacher and parents/guardians. Classroom teachers play an important role in identifying concerns that call for a more in-depth assessment and/or intervention. The teacher then accesses the in-school support team which would include an administrator, the resource teacher and/or the counsellor or EAL teacher and possibly an educational assistant. If additional support is required, the in-school team can access other divisional specialists such as clinician support with parental permission. Level of specialist involvement is based on level of need. School teams sometimes request the support of external specialists or community agencies to offer guidance on more complex issues.

Any specialist support person involved with the student becomes part of the student's support team. Specialist personnel might work directly with the student or consult/train other team members such as teachers, educational assistants or parents. Planning and review are ongoing as the needs of the student change.

Fundamental Attitudes and Skills of all Educational Assistants

Educational Assistants have various skills and experiences. There are, however, certain characteristics that are required of all EAs. When hiring EAs, 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 in both social and academic learning.

In Pembina Trails, we ask that all staff, including EAs, exhibit in their words and in their actions the following four fundamental attitudes and skills:

1. 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 EAs 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 EAs 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.

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

2. Positive Attitude Toward Interpersonal Relationships

Educational Assistants work with many students and work under the direction of teachers, principals and other professionals. It is expected EAs maintain positive interpersonal relationships. To do this on an ongoing basis, EAs should be able to understand the complex process of building and maintaining positive relationships with students and school staff, including their colleagues.

3. Respect for Diversity

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

4. Commitment to Professional Conduct and Behaviour

All staff members, including EAs, must follow the [Standard of Behaviour](#) divisional document.

They also need to be familiar with the specific practices and expectations in their particular school. Like all adults in the school environment, EAs 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.

Please see this document that supports respectful schools and workplaces:

English: http://www.mbteach.org/pdfs/news/MTS_InclusiveLanguageBooklet_ENG.pdf

French: http://www.mbteach.org/pdfs/news/MTS_InclusiveLanguageBooklet_FRE.pdf

The Role of the Educational Assistants

Educational Assistants have many responsibilities, including foundational responsibilities, which are universal to the role of all EAs in Pembina Trails (EA, EA2 and EA3):

Foundational Responsibilities of all Educational Assistants:

1. Supporting Student Learning

Educational Assistants are hired to assist teachers in supporting the academic learning of all students. They support student learning by understanding clearly the teacher's expectations and by reinforcing the concepts taught by the teacher. These concepts can be the general concepts taught in class or the student-specific outcomes identified in the student-specific plan.

Learning outcomes for students can be:

- academic
- communication
- social/emotional
- self-management
- special health care needs
- motor skills
- behaviour
- community functioning access
- vocational
- functional academics
- transition - domestic and residential

Educational Assistants also support learning by paying attention to the affective needs of students. Educational Assistants establish positive relationships with students and seek out those students who are not motivated or discouraged. They offer encouragement, find ways to facilitate success and offer praise for effort.

Sometimes students require practice or support to feel that they can perform a task. The EA can assist by explaining, demonstrating and modeling skills and attitudes necessary to support learning.

2. Supporting Student-Specific Learning

Some EAs will be asked to support the implementation of specific learning outcomes for individual students who have additional needs. These students may require occasional support to meet their emotional, academic and physical needs; others may require ongoing, long-term support. This student-specific programming, which is created by members of the school team, is outlined in the student-specific plan (SSP), such as Individual Education Plan (IEP), Responsive Plan (RP), Individual Transition Plan (ITP), Individual Health Care Plan (IHCP), Pembina Trails Adaptation Plan (PTAP), Targeted Intervention Plan (TIP), E-Course Plan or English Language Acquisition Plan (ELAP).

Under the direction of teachers and/or supervisors, EAs assist teachers in implementing these student-specific plans. Being familiar with the purpose and the terminology of these plans helps to clarify their responsibilities as well as communicate more effectively with the students, teachers and supervisors with whom they work. Often students need assistance with organization of materials and schedules. Educational Assistants seek to learn about students' specific learning needs and preferences. This can increase the effectiveness of their interventions.

Students with individualized plans work toward outcomes that are specific to their needs. Occasionally a teacher may want to make adjustments to the plan for the student to meet their outcomes. It is therefore important that student progress is carefully monitored and accurately recorded.

Classroom teachers are responsible for the assessment and evaluation of the student. Recording and collecting information about student performance as outlined by the teacher or case manager is an important responsibility of the EA.

3. Standard of Behaviour

The Pembina Trails School Division has a Standard of Behaviour policy that outlines the expectations of both students and staff in regard to behaviour. All EAs are required to read this document and refer to it when interacting with students.

EAs are to assist in the active supervision of students. All EAs in Pembina Trails assist with the general supervision of all students in any and all areas of the school, on the playground, on the bus, in the community, during work experience, in the pool and on field trips.

The supervision of students involves more than just “keeping an eye” on what is happening. It involves ensuring student safety, reinforcing a positive, welcoming environment and resolving situations that may pose a risk to students or compromise their educational opportunities. Educational Assistants identify safety issues, take preventative measures and follow established safety policies and procedures. It also involves supervising activities, following school-based timetables, guidelines and procedures.

Unstructured times require increased supervision and EAs need to take into consideration the emotional and physical safety of all the students they are supervising. Supervision times are also prime learning opportunities for reinforcing positive social behaviours. Educational Assistants can help students develop appropriate social skills by showing them how to solve their own problems, manage their own behaviour and make appropriate decisions. Educational Assistants can promote the inclusion of students with additional needs by watching for opportunities to involve these students in conversations or activities with their peers.

Educational Assistants provide valuable support in classrooms. It is critical to remember that behaviour is a form of communication. Educational Assistants watch for potential problem situations and prevent escalation of conflict whenever possible. A basic understanding of age-appropriate student behaviour and the factors that affect behaviour can help to manage and direct students more effectively.

Disrespectful behaviour is a serious issue which requires adult intervention. Educational Assistants are to intervene in all instances and must report incidents to the teacher. Careful team planning is required when students are disruptive.



3.1 Data collection and reporting of student behaviour

Observing and reporting student behaviour is a critical role for EAs. Accurate reporting is also essential to develop understanding around individual student behaviour and planning for success. Effective recording of behaviour is an important skill that all EAs can learn. Often a template or a chart is prepared to assist the EA in collecting the appropriate data. Educational Assistants may be asked to collect general observations or specific pre-identified behaviours.

Some basic guidelines to follow when collecting data on student behaviour:

- keep observations factual, concise and clear;
- be descriptive by using concrete terms;
- avoid judgment or evaluation of behaviour;
- note time and location;
- note who was also present or involved;
- look for positive behaviours or improvement.

4. Operating and assisting with technology

The division has the following Netiquette Protocol to guide the use of technology, which can be found [here](#). It is expected that technology will be used appropriately. This protocol is the foundation to the use of all technology by employees. Technology is a vital tool to enhance the learning of all students. Educational Assistants need to use specialized assistive technologies for students with additional needs.

5. Other tasks that may be requested of all EAs

The day-to-day tasks of an EA involve multiple responsibilities. Educational Assistants may be required to assemble or organize support materials while attending to a student or students. This requires organization and the ability to multi-task.

At times, EAs work with small groups of students. They follow the directions or the outline of the task as prepared by the classroom teacher or the resource teacher. Educational Assistants may be responsible for community access experiences such as swimming, vocational opportunities and community-based programming. Transportation is often a vital part of the plan.

6. Prohibited Activities

While EAs are a great help to teachers and principals, it is important to know the limits of their role. Legally, EAs 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. Substitute teaching during hours employed as paraprofessionals
4. Developing specific lesson plans
5. Designing learning centres
6. Choosing or designating learning activities
7. Evaluating and selecting learning materials
8. Evaluating the professional and non-professional staff
9. Evaluating school programs
10. Reporting to parents

Source: Manitoba Regulation 23/2000 of the Public Schools Act.

Educational Assistant Position Description

Duties included in the role of all Educational Assistants:

1. Working within established school structures, including classroom management structures, behavioural rules and student expectations
2. Working with students with behavioural and learning challenges
3. Providing academic assistance to students in classroom, small group and individual settings
4. Delivering specialized or modified programming to students under the direction of the classroom teacher and resource teacher
5. Providing documentation of student-specific program performance
6. Providing supports for students with challenging educational needs
7. Supervising recess and lunch duty
8. Supervising and assisting with the swim program, which includes entering the water
9. Administering student medication as determined by the student's U.R.I.S. plan
10. Supporting students in community-based programs
11. Supporting students' emotional, behavioural and physical needs
12. Being flexible in terms of adapting to students' educational programming
13. Using augmentative and alternative communication
14. Facilitating the transport of students between education sites
15. Assisting students with their eating, which may include, but is not limited to:
 - supervision of students during lunch
 - oral feeding, including general assistance with oral motor safety plans

Duties specific to the role of an EA2 include all of the above and the following tasks:

16. Diapering and assisting with or providing for personal care needs
17. Providing toileting assistance to students
18. Lifting and assisting with transitional movements and mobility training
19. Administering health care procedures including gastronomy feeding
20. Utilizing specialized devices and equipment
21. Other duties as assigned

Duties specific to the role of a Rehabilitation Assistant:

- Under the general supervision of the Principal, the Rehabilitation Assistant (RA) provides assistance with speech/language, fine motor and gross motor programming based on student needs as developed in the student-specific plan.
- All RAs will have completed training in their field before employment in this category.

Professional Ethics

Ethical behaviour is a fundamental aspect for all staff who work in schools, including EAs.

1. Lines of Communication

Following the proper lines of communication helps to maintain effective collaboration and respectful collegial relationships. When an EA 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 Services team. When an issue develops between an EA and another colleague, the first step is for the EA to speak directly to that individual.

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

2. 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 room. 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 must 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 must be referred to the classroom teacher.

Professional Development

The format for Professional Learning Educational Assistants will be as follows in 2022/23:

- Orientation Day at each school is September 6th, 2022 which includes EAs. This is a great opportunity to learn about the students and classes that will be supported by your work. Any EA unable to attend must inform their school of their absence well in advance. In the afternoon, further training will occur at Henlow.
- Two school-based PD days will be provided during the 2022-23 school year. Please ask your admin to provide those dates.
- From time to time, an EA may be asked to attend specific training relating to their specific role in their school. Approval must be granted before the PD event. Examples would be Non-Violent Crisis Intervention, medical training, etc.

EA Professional Development days are an invitation to improve skills and learning, and are over and above the minimum expected working days of a school year. Those who attend complete timesheets submitted by their school, and are paid accordingly. Those unable to attend are not paid, and are not eligible to claim illness pay or any other paid benefit on that day.

Procedures and General Information

Details about many items below are found in the Education Assistants of Pembina Trails Collective Agreement.

1. Overtime

For EAs, additional hours or days worked beyond the standards established at the time of employment shall not be paid unless permission has been requested by the principal in writing in advance and explicit approval has been received from the Assistant Superintendent for Curriculum & Learning Services.

2. Cell phone Usage

Cell phones are part of our daily lives, and they can also be a distraction in the work environment. Please connect with your school administrator for daily practices. Typically, personal cell phones will be accessed on breaks only.

3 Liability Insurance

While on the job EAs are covered by the division's liability insurance.

4. Payroll Inquiries

Please begin by checking the Collective Agreement. If questions remain, please call 204- 488-1757 and ask for help with EA payroll.

For specific details of illness leave entitlements, please see your Collective Agreement [here](#).

5. Human Resources Enquiries

All requests for leaves of absences must be signed off by the school administrator and then provided to the Human Resources Department for approval. No leave requests are considered approved until they are approved by the Human Resources Department of the division. Please be advised that any changes to your address, phone number or emergency contact, must be completed by the employee via eServe.

6. Purses/Valuables/Wallets

The division is not responsible for lost, stolen or misplaced personal items.

7. Coffee Breaks/Rest Period

Coffee breaks/rest periods will be taken during the school day by Educational Assistants in accordance with their respective Collective Agreement. The school administrator shall decide when coffee breaks are taken during the instructional day.

8. Attendance and Punctuality

Arrive at school at your assigned classroom on time. Meet with teachers in their classes at the assigned time. Please see the school administrator or supervising teacher or check SmartFind Express for school hours of operation.

Ensure that you are with students during assigned time. Any breaks that you require, for example, using the telephone/washroom, should be taken before your duties commence.

Should the student(s) to whom you are assigned be absent on a particular day, report to the classroom teacher and/or the school administrator and/or designate for reassignment.

9. Illness

Pembina Trails uses SmartFind Express (SFE) as its absence tracking and substitute management system for teachers and EAs. All EAs are expected to use SFE to report their absences and to make arrangements for a substitute. We prefer that you use the online service of SFE found [here](#). SFE can also be accessed by telephone at 1.844.294.7616. Every EA will use their employee number as their access ID on SFE.

10. Leaves of Absences

Permission to be away during regular working hours must be obtained from the principal or designate. Final approval of all leaves rests with the Human Resources Department of the division. In the case of an accident, illness or other serious mishap that would require that you leave the building, ensure that the school administrator or designate has granted your emergency leave. Necessary forms must be filled out upon your return to work and submitted to the Administration Office for final approval and processing. Please refer to the Non-Teaching/ Support Staff Leave of Absence Request GDC-E form found [here](#).

11. Bereavement

In the case of the sudden death of a family member, contact your school administrator regarding a possible leave of absence. Necessary forms must be filled out upon your return and submitted to the Administration Office for final approval and processing. Please refer to the Non-Teaching/ Support Staff Leave of Absence Request GDC-E form found [here](#).

Performance Reviews

Reviews of EAPT members should be completed within the first 90 working days for anyone on probation and every second year after that. This process is designed to highlight successes and to develop plans for growth. Any EA who has not had a review within the past two years should request one of their administrator.

The school review is an important tool which you and your supervisor will use to evaluate your growth and development over a specific period of time, and together set goals for improvement in any area of performance which will help you reach your full potential in Pembina Trails.

The review process has been designed to:

- provide a database for ongoing growth focused on the needs of the position and the individual;
- promote, achieve and maintain a high standard of support staff service throughout the division;
- evaluate future potential through a review of individual performance, interest and abilities;
- provide a record of individual performance.

Reports and Request Forms

1. Submitting Mileage Claims

- 1) Mileage is claimable by a person assigned to two or more schools (sites) requiring transfer during the day.
- 2) Mileage from the employee's home to school and return is not claimable during the week. This is regardless of the length of time between the employee's ending time and the time they return to school.
- 3) Eligible mileage for extra-curricular activity is to be calculated from the home school (site) to the extra-curricular site and back. Mileage from the employee's home to the extra-curricular site or vice versa during the week is not claimable.
- 4) Mileage from the employee's home to school or extra-curricular site and return for approved activity is claimable on weekends only.

2. Claims for Mileage

In the agreements between the division and its employees, reimbursement for mileage is paid following the receipt by the Secretary-Treasurer of a specific claim form submitted by the individual.

Please refer to the Mileage Claim Form ST-410 found [here](#) or through the use of the web-based mileage calculator that can be found [here](#) (as this site is part of the Pembina Trails School Division intranet, it can only be accessed from within the division).

3. Employee Accidents

The following text appears on the Pembina Trails School Division Workplace, Safety and Health webpage. Live links for all of the relevant forms are located on this page found [here](#).

Should you be injured at work or while performing work related duties, the following requirements and restrictions will apply:

Report your injury as soon as practical to your supervisor, but no later than the end of your work shift. Once an injury occurs, all of your actions must be designed to safely conclude your immediate tasks (if necessary) and report your injury.

- 1) Medical treatment for your injury is the first priority and first aid measures must be applied immediately.
- 2) The supervisor and Safety and Health Committee worker representative must initiate an accident investigation to determine the cause of the incident and implement control measures to prevent the incident from happening again.

3. Staff that are covered under WCB will be required to complete the appropriate WCB paperwork and, depending on the injury, their doctor may be required to complete a Pembina Trails Occupational Health Assessment Form.
 - Minor First Aid Injuries - the injured worker completes a WCB Green Card
 - Injuries that require medical care from a doctor or time off work
 - a) the injured worker must complete the WCB workers accident report
 - b) the injured worker must also have their doctor complete a Pembina Trails Occupational Health Assessment Form
4. The supervisor and/or secretary must complete the HUB Employee Accident Report for all accidents.
5. The injured staff member must supply their supervisor with a doctor's note if they will miss time away from work due to a workplace injury. The doctor's note must be supplied the same day or next day.
6. All documentation (WCB Green Card, WCB Worker Incident Report and Occupational Health Assessment Form) must be forwarded to the division's Safety and Health Officer for follow up. The S&H Officer will initiate an investigation for any serious injuries to ensure that control measures have been implemented and, where appropriate, lead to changes to the division's safe work practices and policies.
7. Once completed, all information will be forwarded to the Safety and Health Officer who will initiate a WCB online claim for the worker.

Note: All non-teaching employees filing a WCB claim with their doctor need to have reported their accident to their supervisor and completed the appropriate paperwork to ensure that their claims will be accepted and that they are appropriately paid.

8. Any issues arising out of the accident or near-miss must be discussed at the next Health and Safety Committee meeting to ensure follow-up and implementation of corrective measures have occurred.

