



## Educational Assistants Administrative Procedure 2.B.30

2.0 Human Resources  
2B Position Descriptions

---

**Board Governance Policy Cross Reference:** 1, 2, 3, 16, 17

**Legal Reference:** *Education Administration Act Regulation 23/2000*

---

**Date Adopted:** October 2007

**Date Amended:** December 1989, June 1990, November 1999, June 2009, June 2018

---

### PHILOSOPHY

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of employees of the division are to honor these values in the daily interactions with staff, students and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of these positions of trust in our public-school system.

### GENERAL POSITION DESCRIPTION

An educational assistant is a person hired to support professional staff, such as teachers and clinicians, in providing appropriate educational programming for students.

Further, an educational assistant will work as a collaborative member of the school team, providing support for students and general supervision aligned with programming design.

An educational assistant will be supervised directly by the principal or a teacher designated by the principal. The principal will be responsible for the evaluation of the educational assistant.

### RESPONSIBILITIES AND DUTIES

#### Professional Behavior

- Demonstrates ethical and confidential behavior, respecting professional and personal boundaries with students.
- Dependable: regular and punctual attendance to assigned schedule.
- Strictly adheres to codes of conduct as outlined in divisional policy, e.g., confidentiality, acceptable use of technology, respectful workplace.
- Demonstrates appropriate and independent use of time.
- Effective communication skills: written and oral language.

- Addresses conflict or disagreement in the workplace using appropriate lines of communication: first - Teachers at classroom level; second - Principal at the school level; third - Divisional level.
- Problems are best addressed directly with the colleague involved. Depending on the issue, the frequency and/or severity, the principal may need to be involved.

#### Rapport with Students

- Shows enthusiasm, patience and understanding when working with students.
- Demonstrates an understanding of fostering independence and self-determination with students with exceptional needs.
- Maintains effective and cooperative relationships with students and avoids provoking confrontations and power struggles.
- Provides a positive role model for students.

#### Team Support

- Takes direction and follows teachers' instructions regarding student tasks and assignments.
- Demonstrates effective communication with all personnel and shares relevant information for team meetings.
- Uses established communication systems and procedures with teachers through required documentation (e.g., communication books, log entries).
- Assists with school supervision duties e.g., busing, recess/lunch duty as required.

#### Instructional Support

- Demonstrates general knowledge and use of technologies (software and hardware) including communication and assistive technology when instructed.
- Assists students with assigned academic tasks and class work, reinforcing concepts presented by the teacher and demonstrates a variety of instructional strategies.
- Monitors individual and small group work.
- Demonstrates a sense of when a student needs assistance, i.e., discriminates when and how much to assist, being aware of student's need for independence and self-determination.
- Adapts materials, as directed by teacher. Teachers are responsible for all instructional decisions.
- Records required information on student activities as directed by the teacher

- Any changes in programming for a student must be **pre-approved** by the classroom teacher, student service teacher or principal.

#### Implementation of Individual Educational Plans (IEPs, AEPs, BIPs, etc.)

- Carries out teacher directed activities to reach the student's established outcomes on an individual basis or within a group.
- After appropriate student-specific training by clinicians, e.g., occupational therapy, physiotherapy, speech language pathology, deaf/hard of hearing, carries out recommendations provided by consultants.
- Implements and follows through with recommendations and instructions given by professional consultants or clinicians.
- Any changes in programming for a student must be **pre-approved** by the classroom teacher, student service teacher or principal.

#### Social and Behavioral Support

- Uses a consistent behavior support system and strategies when working with students.
- Provides feedback and reinforcement on performance to students, consistent with the teacher/classroom behavior management plan.
- Redirects inappropriate or detrimental behavior in a positive manner and reinforces and encourages appropriate behaviors in a group or among individuals.
- Observes and records behavior in accordance with teacher's plan.
- Encourages and models caring and helping behaviors among students.
- Facilitates opportunities and activities for student to participate with peers.

#### Specialized Support

- Assists and supports individual students with physical care needs, e. g., feeding, lifting, mobility, dressing, toileting, personal hygiene.
- Performs health care duties as outlined on a student's individual health care plan (IHCP) including specific medical procedures as outlined on the IHCP, e.g., catheterization, gastro-intestinal tube feeding, blood sugar testing
- When directed and within divisional policy, administers medication and documents appropriately.
- At times, the educational assistant may be asked to supervise a classroom.

- Volunteering for extra duties resulting in additional time worked must be **pre-approved** by the student services teacher or principal.

Duties may not Include:

- Organizing the classroom;
- Planning teaching strategies;
- Directing the learning experiences of pupils, including assessing individual needs, selecting materials to meet those needs and evaluating progress

EMPLOYMENT REQUIREMENTS:

- High School Diploma or equivalent
- Para Educator or Educational Assistant training through recognized diploma or certificate program desired.
- Other applicable certificate or diploma from a recognized educational program, as approved by senior administration.

SKILLS AND QUALIFICATIONS:

- Genuine commitment to helping children learn
- Ability to provide academic support to students with academic and/or behavioral challenges
- Ability to develop strong relationships with children
- Ability to de-escalate situations, problem solve and act independently
- Knowledge of the basic principles of educational practices, the function of support services, and the role of educational assistant's as part of an educational team
- Experience working as a team member
- Ability to work effectively with a diverse population of children and youth
- Ability to meet the physical demands of position

PHYSICAL DEMANDS:

- Extended periods of time standing and walking
- Hallway and field trip supervision
- Assisting with personal care and mobility of students with physical limitations
- Posturizing and pummeling or other forms of chest physiotherapy
- Lifting and transferring students
- Assistance on and off the school bus

#### SPECIALIZED TRAINING AS REQUIRED:

- Training is provided for any specific additional technical skill, depending on the situation by the URIS nurse, the Occupational Therapist, Physiotherapist, Speech and Language Pathologist, etc.
- Additional training will be provided to educational assistants as required to work effectively with students with specialized needs. This training may include: CPR, First Aid, specific medical interventions, such as catheterization, gastro-intestinal tube feeding (GI tube feeding), as directed and supervised by a licensed medical practitioner or URIS nurse.
- Additional skills may include computer skills (hardware and software) and use of augmentative assistive communication devices. Speech and Language Pathologists and Occupational Therapists direct the utilization of these devices.