

EDUCATION ASSISTANT AND YOUTH AND FAMILY WORKER HANDBOOK

School District No. 8 - Kootenay Lake

INCLUSION IS NOT A PLACE, BUT RATHER A PHILOSOPHY THAT ALL STUDENTS DESERVE TO EXPERIENCE SUCCESSFUL ACADEMIC AND SOCIAL PARTICIPATION SIDE-BY-SIDE WITH PEERS

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INTRODUCTION

Mission Statement: “We focus on excellence for all learners in a nurturing environment.”

Vision: Focus.Learn.Excel.

Department Goal: 100% Graduation for ALL Students

WELCOME TO SCHOOL DISTRICT 8 (KOOTENAY LAKE). WE HOPE THAT YOU WILL ENJOY YOUR TIME IN OUR DISTRICT, AND WILL FIND THE POSITION(S) YOU HOLD IN THE DISTRICT TO BE ENJOYABLE, PROFESSIONALLY REWARDING, AND PERSONALLY INVIGORATING. YOUR POSITION WORKING WITH VULNERABLE CHILDREN IN SCHOOL DISTRICT 8 IS A PRIVILEGED ONE, AND WE APPRECIATE YOUR SUPPORT OF OUR STUDENTS.

School District No. 8 (Kootenay Lake) supports inclusion of all students through a continuum of service delivery in regular classrooms throughout the District. We commit to including all students with diverse needs in regular classrooms as much as possible, provided the needs of all can be met and a safe effective learning environment can be maintained.

We would like to acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Indigenous people residing within the boundaries of School District #8.

What is Inclusion?

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners. The inclusive education system is built on a values-based approach to accepting responsibility for all children and students.

BC Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines:

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others. (p.2)

The teacher responsible for a student with special needs is responsible for designing, supervising, and assessing the educational program for that student. Where the student requires specialized

instruction, this is best done in consultation with resource personnel available, with the parents and with the students. Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach. In secondary, where several teachers may be involved in the student's program, coordinated planning is especially important. (p. 9, 10)

From Inclusion BC (inclusionbc.org):

"All students in BC, including those with special needs, are entitled to receive a quality publicly funded inclusive education. A Ministerial Order directs students with special needs to be placed in regular classrooms as the first option. Research shows that when students are included in regular classrooms they make greater overall academic gains than do their peers with similar disabilities in segregated classrooms 1. (KATZ AND MIRENDA, 2002)

Inclusion Guiding principles:

- 1) All children are welcome at school
- 2) Every child should experience a sense of value and belonging at school
- 3) Meaningful programming needs to be provided within a child's learning community
- 4) Whenever possible, children should be educated with their peers in a common space (for the majority of the time)

Inclusive Education in School District 8 provides both direct and indirect support to our students with exceptionalities and their educational teams. The purpose of our department is consistent with those of the District at large, and reflects the generally accepted philosophy of inclusive education.

District-wide goals set by the Board of Education of Learning, Organizational Excellence, Relationships, and Engagement for students with exceptionalities are addressed through the support of trained specialists comprising of the classroom teacher, school-wide teachers, Education Assistants, Youth and Family Workers, Inclusion Support teachers, District Psychologists, SLP, SLPA, OT & PT services, Teacher of the Deaf and Hard of Hearing, Teacher of the Visually Impaired and services for students requiring assistive technology. Along with these professionals is a group of people who work closely and daily with many students - Educational Assistants and Youth and Family Workers.

This document provides information to help Education Assistants (EAs) and Youth and Family Workers (YFWs) provide a valuable range of services to our students. EAs/YFWs work under the direction of a teacher with responsibilities assigned by the Principal in accordance with decisions made by the School Based Team.

From Shelley Moore (*One Without the Other*):

We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get



better at something. The difference in teaching to diversity, however, is that we don't start with our deficits; we start with our strengths...

MY INCLUSION ABC'S

@kufens62

A ALL MEANS ALL 

B BEHAVIOUR IS COMMUNICATION 

C CHOICE 

D BE A BEHAVIOUR DETECTIVE 

E EVERYONE STARTS TOGETHER 

F FAIR MEANS EVERYONE GETTING THEIR NEEDS MET 

G GROWTH MINDSET 

H CHILD HONOURING 

I INDEPENDENCE 

J JOYFUL LEARNING 

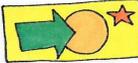
K KIDS DO WELL IF THEY CAN 

L LEAD WITH STRENGTHS 

M MOVEMENT BREAKS 

N NEEDS BASED 

O OPEN MINDEDNESS 

P PLAN & PURPOSE 

Q QUESTION UNEXPECTED BEHAVIOUR WHY? WHY NOW? 

R RELATIONSHIP 

S SELF REGULATION 

T ASSISTIVE TECHNOLOGY 

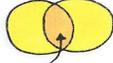
U UNCONDITIONAL POSITIVE REGARD 

U UNIVERSAL DESIGN FOR LEARNING 

V VISUALS 

W WORDS MAKE WORLDS 

X X-TRA PROCESSING TIME 

Y YET! 

Z ZONE OF PROXIMAL DEVELOPMENT

YES	IS IT INCLUSION?	NO
<ul style="list-style-type: none"> • Child spends the majority of the day in the general education classroom. • Child’s desk is included with the other groups of desks. • Child has access to and is included in class lessons and activities that are adapted to meet their needs. • Child attends outside activities with class such as field trips, assemblies, and recess. • Child is a valued and respected member of the class, and has regular meaningful interactions with peers. • The paraprofessional facilitates access to the curriculum and classroom activities. • The paraprofessional encourages independent work to the greatest extent possible, providing support only when necessary. • Child receives specialist support (i.e., speech therapy) with minimal disruption to the class routine and programs. • Teacher is able to identify the child’s strengths and needs. • Child can name classmates and has many common classroom experiences. 		<ul style="list-style-type: none"> • Child spends the majority of the day in the special education classroom and goes to the general education classroom for one or two periods. • Child’s desk is away from the other groups of desks. • Child works on their own curriculum. • Child is given alternative activities and options with other students with special needs. • Child is looked upon as helpless and dependent, and mostly interacts with adults. <p>Paraprofessional determines access to the curriculum and class activities.</p> <ul style="list-style-type: none"> • The paraprofessional does not allow child to work independently and “hovers”. • Child is pulled from the classroom to receive specialist support (i.e., speech therapy), so misses class routines and programs. • Teacher refers to the specialists and paraprofessionals regarding child’s progress. • Child cannot name classmates and does not have many common classroom experiences.

Adapted from: [The Inclusive Class 2019](#)

The range of skills EAs/YFWs exhibit is as varied as the students with whom they work. Their roles and responsibilities are outlined in the following three key documents:

BC Ministry of Education Special Education Policy Manual:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Roles and Responsibilities of Teachers and Education Assistants:

<https://www.bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesAndResponsibilitiesTeachersTAs.pdf>

School District 8 Education Assistant Job Description:

<https://www.sd8.bc.ca/sites/default/files/Education-Assistant.pdf>

School District 8 Youth and Family Worker Job Description:

<https://www.sd8.bc.ca/sites/default/files/Youth-and-Family-Worker.pdf>

Important Links:

School District 8 Website Link: <https://www.sd8.bc.ca/>

Inclusive Education Website Link: <https://inclusiveeducation.sd8.bc.ca/>

CUPE Local 748 Collective Agreement: www.sd8.bc.ca > Our District > Departments > Human Resource Services > scroll down to 'CUPE Staff'

https://www.sd8.bc.ca/sites/default/files/CUPE%20748%20Collective%20Agreement%20-%20July%202019%20to%20June%202022%20-%20reduced%20size%20-%20V3.1_0.pdf

SCHOOL ORIENTATION

Each school in School District 8 is unique. Therefore, it is important for new staff members to familiarise themselves with the routines, policies, and practices of each school they are assigned to. Orientation to the school should be considered a process that takes place over time. It can be divided into four phases-the initial interview, the first day on the job, the first week, and on-going. School orientation is the responsibility of the school Principal.

Before you start work on your first day, ensure that you have downloaded and read the “**Roles and Responsibilities of Teachers and Teacher Assistant/Education Assistant/Youth and Family Workers**”, a BCTF/CUPE joint paper (link below):

<https://www.bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesAndResponsibilitiesTeachersTAs.pdf>

On the first day, arrive early. Go first to the office of the school and introduce yourself to the secretary, and the Principal/Vice Principal. Ask for your teacher contact at the office - you may be asked to go to the classroom, or the teacher may come to the office to meet with you.

On Day One, you can expect a staff orientation (by the Principal or their designate). The documents and information that should be reviewed are on the District website: <https://www.sd8.bc.ca/>

New Staff

- [WorkSafe Asbestos Awareness Training](#) 
- [WorkSafe Bullying and Harrassment Presentation](#)
- [New & Young Worker Orientation Checklist](#) 
- [SmartFindExpress Employee User Guide](#)
- [Yearly Harassment Training \(All Staff\)](#)

Topics to discuss with your Supervisor (Principal or Vice Principal) include:

- Roles and responsibilities (of EAs/YFWs and of teachers)
- School’s Code of Conduct
- School’s Handbook
- Work hours, including what time the supervisor is scheduling your break
- Supervision responsibilities (noon hour, recess, before/after school, bus duty, etc.)
- Review of completing time sheets (eServ)
- Review of SmartFindExpress (SFE) to request leaves of absence
- School-specific rules
- School-specific emergency procedures (including fire drills, emergency exits, lockdowns, etc.)
- Parking rules
- Bell schedule

- Mailbox
- Staff room/storage of personal belongings, etc.
- Any other relevant school-specific information

During the first week, you will have even more opportunity to familiarize yourself with the school and students.

Ask the Principal or teacher to suggest an EA mentor for you, if you wish.

You can expect that if this is your first assignment, you will have an evaluation completed by the Principal in the first month. Please ask the Principal about the schedule for the evaluation meetings.

Items to discuss during the first week may also include:

- Emergency procedures
- Evaluation process
- How to use the photocopier and any other relevant equipment
- How to use technology specific to the classroom (eg: Google Read and Write, etc.)
- Staff meetings
- LIF time
- Professional learning days and expectations of the Principal
- Opportunities for further learning (eg: online, outside of work time, etc.)
- Non-crisis behavioural programs (eg: CPI)
- Student-specific information required for the position (eg: safety plans, behaviour plans, etc.)
- Student equipment - safe and proper use
- Confidentiality requirements
- Internet agreement
- Union notice board - information, contacts, shop steward name, etc.

It is a good idea to ask the teacher you are working with for feedback about how the first week has gone. A checklist for the first week can be found on the following page.

Orientation is an ongoing process - Please connect with your school Principal if you have any questions.

REMEMBER: YOUR FIRST DAY

- Arrive at least 15 minutes early
- Report to the office and introduce yourself
- Indicate the name of the teacher(s) you will be working with and ask where you can locate them
- Ask for directions to the staff room
- Ask where your personal belongings should go
- Familiarize yourself with the staff room during breaks
- Familiarize yourself with school safety processes, exits, location of various classrooms, etc.

- Ask the Principal if you will be assigned a mailbox
- Ask the Principal about when you are to take breaks
- Ask the Principal about what the expectations are for supervision
- Ask the Principal if you are permitted or expected to attend staff meetings
- Discuss questions with the teacher during the day, when it is appropriate to do so
- Adopt a positive attitude towards all staff members to foster a collaborative working environment
- Arrive in the classroom before the bell rings
- Determine if there is a place in the classroom that the teacher has allocated for your use
- Ask the teacher what specifically they would like you to do in the class/with whom they would like you to work
- Anticipate that the teacher may introduce you to the class and expect a brief response from you
- Observe the classroom organization
- Ask about and assist any specific students with whom you have been assigned to work

REMEMBER: YOUR FIRST WEEK

- Have I learned emergency procedures in case of events such as a fire?
- Do I know what my schedule is?
- Do I know how to fill out SFE if I need to request a leave?
- Do I know how to fill out my timesheet on eServe?
- Have I become familiar with the daily classroom schedule?
- Do I understand my job description and expectations?
- Do I understand how I am to divide my time among students?
- Do I understand the teacher's behaviour management methods?
- Do I know in what ways the teacher wants me to assist in supporting students?
- Do I know what student records I am to keep and where to file them?
- Do I know which outside-the-classroom activities I am responsible for? (e.g. lunchtime or playground duties)
- Do know where supplies are kept?
- Do I know how to operate classroom equipment? (e.g. computer)
- Am I familiar with the school policy concerning releasing a student to a parent or other adult, who comes to pick up the student early?
- Do I understand the policy regarding reporting suspected cases of child abuse or neglect?
- Do I know how to complete my time sheet?
- Am I familiar with general hygiene procedures?

School District No 8 does not have a specific dress code; however, shoes must be worn. Individual assignments may differ in terms of requirements. If you are uncertain about what is expected it is advisable to check with the Principal or classroom teacher.

In general, clothing should be comfortable and appropriate for activities of the day. Common sense should be your guideline. Remember, you are setting an example for the students with whom you come in contact.

ROLES AND RESPONSIBILITIES

Educational Assistants and Youth and Family Workers are a valuable resource in our schools. More than ever before, educators are keenly aware that a skilled assistant, working under a teacher's direction, can contribute significantly to the quality of instruction given our children and youth. Educational Assistants and Youth and Family Workers help motivate students, build their self-confidence, and provide additional individual attention to those who need it. They are vital members of the school team.

As a member of the school team, it is important to know the role of other staff members with whom you work closely. The following role descriptions are general in nature. Information about specific aspects of these positions is available on the following pages or can be found in the "Roles and Responsibilities of Teachers and Teacher Assistant/Education Assistant/Youth and Family Workers" a BCTF/CUPE joint paper in every school or at the link below:

<https://www.bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesAndResponsibilitiesTeachersTAs.pdf>

The **classroom teacher** is responsible for providing a quality education to all students.

Teacher duties include: classroom organization and management, assessment, setting objectives, behaviour management, working with parents and professionals, individual education planning and reporting. The classroom teacher directs the daily work of the Educational Assistant. The Principal of the school is the supervisor of the Education Assistant/Youth and Family Worker.

The Inclusion Support Teacher (IST) is a school-based teacher with the special knowledge, skills, and experience necessary to act as a resource to staff and parents who are supporting students requiring individual education programs.

The Principal ensures that staffing resources are utilized properly and effectively and that adequate resources are made available as required. They ensure that the School Based Team is functioning effectively and that a communication between school and home is ongoing and meaningful.

The parent or guardian provides current home information about the student, ensures that the student arrives at school on time, and sees that medical and other concerns are followed up.

Educational Assistants and Youth and Family Workers will also work with other professionals who are part of the student's support team (e.g., Speech and Language Pathologist, Occupational Therapist, etc.). These professionals also direct the work of Educational Assistants and Youth and Family Workers.

COLLABORATIVE CHECKLIST

This document is intended to be used as a discussion guide to help EAs/YFWs develop a collaborative working relationship with their classroom teacher and other school staff. Actual roles and responsibilities will be determined by the classroom teacher, Inclusion Support Teacher, and/or Principal.

Instructional support: (Under direction of Teacher)

- Help students understand concepts presented by the teacher
- Listen to students read
- Read to students
- Supervise independent or small-group work
- Help students work on projects or assignments
- Carry out drill and practice activities
- Help students select resources or materials
- Help students become increasingly independent
- Reinforce concepts taught by Inclusive Education professionals (eg: SLPs, Hearing teacher, Vision teacher or OT/PTs)
- Help students with operation of support equipment

Behaviour management: (Under direction of Teacher)

- Reinforce appropriate behaviour in accordance with the teacher's plan
- Practice behaviour concepts with students in accordance with teacher's plan
- Supervision of students (e.g. recess, before/after school, lunch)
- Outside supervision
- Gym supervision (including assemblies, free play time, etc.)
- Demonstrate and model appropriate behaviour
- Help teacher reinforce executive functioning - eg: Get Ready. Do. Done., calendars, time clock, etc.
- Check that students complete tasks in class
- Help students enter and exit classroom spaces and school in an appropriate manner (eg: Our legs do the walking when our mouths stop talking, etc.)
- Encourage positive student behaviour
- Help students with developing positive peer relationships
- Encourage student self-esteem
- Provide appropriate emotional responses to students (role model)

Personal care assistance: (Under direction of Teacher and/or Inclusive Ed Professional)

- | | |
|-----------------------------|---|
| • Toileting | after guidance from teacher provided |
| • Seizure management | after training provided |
| • Feeding | after training provided |
| • Administer medications | after training provided |
| • Clothing/dressing | after guidance from teacher/IST provided |
| • Positioning | after training from OT/PT staff |
| • Assist with safe mobility | after training from OT/PT/Orientation & Mobility expert |

Classroom organization: (As directed by Teacher)

- Classroom tidy with students
- Cloakroom tidy with students
- File student papers
- Take attendance
- Use technology for student support

Diagnostic support: (Under direction of Teacher or Inclusive Education staff)

- Observe and record academic behaviour and progress
- Observe and record social behaviour

Preparation, collection, and distribution of materials: (Under direction of Teacher)

- Create instructional games
- Create learning centres
- Prepare displays
- Locate instructional materials for teacher and/or students
- Duplicate materials
- Create adapted or modified materials (under teacher direction)
- Create social stories

Supervise school and community activities designed to meet IEP goals and increase skills: (Under direction of Teacher, other staff or Principal)

- Supervise students on field trips/community exploration
- Accompany / supervise students on shopping trips
- Accompany students to athletic training activities
- Accompany students to pool and join them for swimming
- Accompany /supervise students for College, Work experience, Work Study
- Supervise/reinforce student use of public transportation

Participate in meetings or discussion for the purpose of program planning, review or reporting: (as requested by Teacher, other staff, and/or Principal)

- Assist in daily planning
- Contribute to program planning sessions
- Participate in review meetings
- Participate in IEP meetings
- Participate in behaviour meetings
- Participate in Inter-agency meetings
- Other meetings as requested

The classroom teacher (and more broadly the Principal) has the ultimate responsibility for meeting the education outcomes of all children in the classroom. All other staff supporting students in the classroom provide a supporting role to the classroom teacher.

Roles	Classroom Organization	Assessment	Setting Objectives	Teaching	Behaviour Management	Working with Parents	Individual Education Plan
Classroom Teacher (CT)	Plans room arrangement, schedule, lesson, and activities for all students. Provides EA with clear direction & communication plan.	Administers assessment to entire class and/or to individual students. Observes and assesses individual students.	Determines appropriate objectives for all students.	Teaches lessons to entire class, small groups, and individual students. Provides active inclusion within class activities.	Plans behaviour management strategies for all students. Implements strategies that provide a safe and effective learning environment	Communicates and meets with parents. Communicates student progress (academic social, etc) with parents.	Responsible for all students' programs. Collaborates with Inclusive Education team to develop and implement IEPs. Responsible for supervising the implementation of IEP goals in the classroom.
Inclusion Support Teacher (IST)	Co-plans with CT as required.	Assesses individual students or groups of students as required.	Collaborates with CT in determining appropriate objectives for individual students.	Co-teach with CT as required. Models strategies or methods for CT.	Collaborates with CT in developing and implementing behaviour management strategies for individual students.	Participates in meetings with parents and teacher re: individual students.	Collaborates with student support team to develop and implement IEPs. Assists in development of Behaviour Plans and other support plans.
Education Assistant (EA)	Implements plan as specified by CT, Principal, and/or IST. Provides support for CT and IST. Prepares materials as directed.	Assists with observation monitoring, and objective scoring. May provide support as identified by IEP for student assessment.	Reinforces/assists with lessons to meet learning objectives. Provides input re: individual needs and interests of students.	Assists small groups and individuals with lessons and activities. Facilitates and models appropriate interactions.	Implements behaviour management as specified by the CT, Principal, and/or IST. Supports teacher in the classroom. Supports school Code of Conduct.	Participates in parents/teacher meetings when requested to do so.	Carries out specified plans for students as specified by the CT, IST and/or Principal. Provides feedback about IEP goal attainment to IST, CT, and/or Principal.

DOs and DON'Ts for EDUCATION ASSISTANTS/YOUTH AND FAMILY WORKERS

The EA/YFW May:	The EA/YFW May Not:
Be part of the collaborative team.	Act in the role of a teacher.
Be left alone in the classroom, for brief periods of time under the direct/indirect supervision of the Teacher (or Principal).	Teach the class or students independently for long periods of time.
Work without direct supervision with individuals or groups of students for short periods of time.	Present new concepts and skills without the direction of the Teacher/IST/Principal.
Be given specific instructional and management tasks, under the direction of a teacher.	Carry out a different plan than directed by the CT, IST, and/or Principal.
Be involved in collaborative team meetings regarding a specific student. If requested or directed during work time.	Refuse to be part of a collaborative meeting when directed to do so during paid time.
Support the inclusion of students in regular classes, e.g. assisting students with regular class assignment, adapting materials, working with students as assigned by the teacher, etc., under the direction of the teacher.	Divert from the plan as outlined by the CT, IST, and/or Principal.
Support classroom instruction through a variety of activities, e.g. photocopying, constructing a bulletin board, adapting materials, etc.	Divert from the plan as outlined by the CT, IST, and/or Principal.
Assist the teacher in supervising and arranging assemblies and group field trips including taking individual students on school related errands, job interviews, recreation, shopping, etc.	Divert from the plan as outlined by the CT, IST, and/or Principal.

The EA/YFW May:	The EA/YFW May Not:
Score objective tests and assignments and enter data records for the teacher, under teacher direction.	Assign grades to a student independently or mark subjective assessments (eg: paragraphs, essays, etc.).
Assist in preparing instructional materials, including adapting materials under the direction of the teacher. Provide input into the development of Individual Education Plans.	Develop lesson plans, assignments, or Individual Education/Transition Plans.
Observe students and record observations according to direction of the teacher or IST.	Create behaviour plans for students or independently discipline students.
Administer medication to a student or assist with medical needs after instruction has been provided (e.g. seizure management, administration of medication, etc).	Treat injuries or other medical needs of a student without permission from CT, IST, and/or Principal or provide medical care without appropriate instruction by qualified personnel.
Work with individual students or groups on language development, as outlined by speech/language pathologist or Teacher.	Independently construct and carry out programs for students (eg: Literacy programs).
Assist in skill demonstrations for the class as a whole, in small groups, and/or 1-1 under the direction of the teacher.	Independently design demonstrations for the class or small groups without teacher input.
Inform Classroom Teacher or IST/Principal of student learning difficulties and requests for help.	Contact parents, or other school staff regarding student learning difficulties.
Participate in conferences with parents and others, if requested by the teacher, IST, and/or Principal, with a supervisor present.	Communicate directly with parents and others, independent of the direction of the CT, IST, and/or Principal.
Enter information in a home/school communication book when and as directed by the Teacher, IST or Principal.	Enter information in a home/school communication book independently.

YOUTH AND FAMILY WORKERS (YFWs)

The Youth and Family Worker position differs from that of an Educational Assistant in that the YFW may be required to contact students directly and may be required to work off-site and sometimes independently. Youth and Family workers report to the school Principal and/or their designate. The following roles and responsibilities are unique to this position. Please note that this list is not all-inclusive.

SD No. 8 Kootenay Lake link to Youth and Family Worker job description:

<https://www.sd8.bc.ca/sites/default/files/Youth-and-Family-Worker.pdf>

Under the direction of the Principal or their designate the Youth and Family Worker:

- Assists with the implementation of a student's IEP
- Assists with group and individual life/social skills programs designed to enhance self-esteem
- Assists with reinforcing healthy coping skills
- Assists with facilitating behavioural change (through role modelling, reinforcement, etc.)
- Assists in the implementation of the academic program for students
- Assists in reporting about individual students
- Accompanies student(s) to community access programs
- Administers medication to students under the direction of the supervisor and according to the Health Plan
- Accurately documents and records information as directed by the supervisor
- Assists with liaising with District and community agencies
- Attends meetings as required (eg: Inter-agency meetings, IEP meetings, Transition meetings, etc.)
- Assists with program entry and exit
- May assume additional roles and responsibilities that are specific to the program, if so directed by the principal or their designate

YOUTH AND FAMILY WORKERS' CODE OF ETHICS (CYABC)

<https://cycabc.com/cycabc-code-of-ethics/cyc-code-of-ethics/>

While certification as a Youth and Family Worker in SD8 is mandatory to be in the position, participation in an association such as CYABC (above) is completely OPTIONAL. We provide the information in this section only as general information and make no comment about whether a YFW should join an association.

The Youth and Family Workers Professional Code of Ethics is commitment to students based on the expression of an ethical and professional attitude.

1. We understand and respect the statement on the “Rights of Children” with respect to each child.
2. We respect the privacy of each child/youth.
3. We respect the uniqueness of each child/youth.
4. We acknowledge that maximizing the effectiveness of all service and resources aids the child/youth/family to reach their potential.
5. We are aware that acknowledging and supporting the family in the total treatment program of the child/youth, contributes to the growth of that child/youth.
6. We respect the unique differences in culture, religion and race of each child/youth and family.
7. We recognize the importance of questioning all behaviour as a meaningful attempt to have needs met, and only when it infringes upon another’ individuality do we interfere.
8. We acknowledge that a child has a personal perspective of his/her environment and that our relationship with that child depends on our understanding of that perspective.
9. We recognize the importance of being empathic rather than sympathetic in order to maintain our objectivity.
10. We encourage risk taking opportunities within a safe and stimulating atmosphere in order for the child/youth to discover and learn about his/her environment.
11. We encourage the supplying of special equipment for all special disabilities and needs of the child/youth’s family.
12. We recognize the importance of constantly reassessing the ongoing growth of the child, youth or family, and apply new approaches where needed.
13. We have a working knowledge and understanding of all laws pertaining to children in care and child advocacy, ensuring that no child’s rights are violated or denied.
14. We have the ability to assess our own personal strengths and weaknesses and transform these into successful child caring skills and strategies.
15. We are willing to recognize when it is in the best interest of our clients to release or refer them to another program of helping professional.

RESOLVING INTERPERSONAL ISSUES

Problems in the classroom may be personal, procedural, or related to the performance of student or workers. Due to a variety of reasons, people may ignore or postpone dealing with a problem that involves disagreements or conflicts with the other adult(s) with whom the work. Finding mutually acceptable solutions is not always easy. The responsibility for developing an effective process to alleviate a problem is likely to be left up to the teacher/educational assistant team.

We convey ideas and express support to others using oral language, written language and body language. In order to communicate with other, it is important for us to develop and maintain effective interpersonal skills such as:

- Being comfortable and relaxed with others, maintaining eye contact, and acknowledging the comments of other people;
- Accepting in a non-judgemental way the feelings and ideas others are expressing;
- Giving descriptive, non-judgemental, and specific reactions to other;

The following tips have proven effective with teacher - EA/YFW teams:

- Communicate with your supervisor and/or classroom teacher daily.
- Although it may not always be possible, try to set up a time to discuss the day, discuss successes and challenges and to plan for tomorrow.
- Try to be precise when following instructions.
- Writing yourself a clear written outline of your daily schedule is helpful.
- Ask for help if you do not understand. Making assumptions often creates confusion of misunderstanding.
- Discuss concerns privately as soon as possible. Do not let them intensify by ignoring them. However, **DO NOT EVER RAISE CONCERNS IN FRONT OF STUDENTS.**
- Ask for your teacher's feedback on your participation in classroom routines and activities.
- ALWAYS direct parents to the teacher as the main source of information about the student.
- Avoid answering evaluation questions that come from parents, such as: "How is my son doing?" If this happens, talk about the activities the student is working on, such as, "He is writing a story about whales right now" and redirect the parent to the teacher.
- Involve the teacher in all school-home communication. Notes and forms coming from home need to be given to the teacher. Notes home to parents need to be approved and signed by the teacher or Principal.
- Discuss with the teacher any new idea you would like to try before you attempt to carry it out.
- Use statements when expressing your thoughts, feelings, and opinions. Avoid using the word "should".
- Use names when talking about people.
- Always keep information confidential - do not discuss the teacher, principal or students with anyone.

Suggested process for resolving interpersonal issues:

- Address the issue with the persons(s) directly. (See steps in Resolving Interpersonal Issues on the next page).
- If you are unable to resolve the issue together, seek assistance from the Principal.
- If the problem continues to be unresolved, ask the Principal to request assistance from a member of the Human Resources Department.

- If you remain dissatisfied, contact your shop steward. (You may access your shop steward at any time during this process.)

The following approach to problem solving is based on two people working together to achieve consensus. However, there may be time when it will be necessary for the teacher to decide about the work in the classroom that the assistant may not always appreciate. By maintaining open line of communication and mutual trust, these problems should be far and far between.

STEPS IN RESOLVING INTERPERSONAL ISSUES	
Step	Language to use
Identify and clarify the issue	I think we need to begin by identifying the issue I.....when.....because.....I need. “Let me see if I understand you correctly.”
Explore alternatives by brainstorming	“Let’s see if we can work it out together.” “Let’s brainstorm ideas and not evaluate them until we are through. What ideas do you have?”
Evaluate alternative	“Okay, which ideas work for you?” “How do you feel about.....?”
Choose a solution (s)	“Have we decided?” “Is this what we want?” “Will this get us what we need?”
Make a commitment and plan a time to evaluate	“We have agreed that.... Is that right?” “Shall we do this for a week and then talk about it on....(Set a date and time)”

INCLUSIVE EDUCATION FORMS

All district forms are all on the SD8 website www.sd8.bc.ca > Inclusive Education > Forms

ON-CALL EAs and YFWs

The School District Employs Educational Assistants and Youth and Family Workers On-Call on a day-to-day basis and for extended periods, to a maximum of thirty days in any one assignment, according to the collective agreement. All EA’s and YFW’s are responsible for keeping Human Resources informed about changes in telephone numbers, addresses, availability, etc.

You can contact the SFE Dispatch Operator at tabsence@sd8.bc.ca or 250-505-7065.

BENEFITS

Please refer to the current CUPE collective agreement and/or contact Payroll or Human Resources.

PROFESSIONAL DEVELOPMENT

The School District views professional development activities as beneficial to EA's and YFW's. All EA's and YFW's employed by the Board are encouraged to attend District and school-based professional development activities.

Information on such activities may be obtained from the Department of Innovative Learning <https://innovativelearning.sd8.bc.ca/>, a member of the District Professional Development Committee (which includes CUPE representation), and/or the Inclusive Education Website <https://inclusiveeducation.sd8.bc.ca/>

Inclusive Education has committed significant resources to support EA's and YFW's in learning about Complex trauma and strategies to support students through the Complex Trauma Resource <https://learninghub.complextrauma.ca/>

HELPFUL LINKS:

Inclusive Education District Staff: <https://inclusiveeducation.sd8.bc.ca/about>

BULLYING AND HARASSMENT INFORMATION

New & Young Worker Orientation Course on WorkSafe BC

<https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker>

WorkSafe BC - Bullying and Harassment Information

<http://www2.worksafebc.com/Topics/BullyingAndHarassment/Home.asp>

EFAP - EMPLOYEE & FAMILY ASSISTANCE PROGRAM

Every day we get up and look after our families, we go to work and look after other people's children. When do we take care of ourselves? Sure, we eat right, exercise, and go to the doctor if we need to, but do we ever think about our mental health? With the stresses of life, relationships and work we all need to take the time to make sure we are taking care of ourselves.

School District 8 - Kootenay Lake, is pleased to announce that effective July 1, 2021, we have changed our EFAP provider and the District employees will have access to the [LifeWorks by Morneau Shepell](#), a confidential, full-service Employee Assistance Program (EAP) and work-life/wellness resource. LifeWorks is provided to you and your dependents at no additional cost to you, as an employee benefit. Lifeworks is determined to positively transform the way employees live their lives in and out of their workplace.

For those of you on the go, LifeWorks also includes access to LifeWorks Mobile, a free mobile app available for iPhone and Android.

<https://login.lifeworks.com/>

Company name: Kootenay

Use your SD8 log on information.

Contact:
1 844 880-9137

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE) SCHOOL SCHEDULES

School District No. 8 (Kootenay Lake)											
2021-2022 Schools Bell Schedule											
School		Elementary: Morning Start / Secondary: Morning Start		Secondary: Mid Morning		Elementary: Late Morning / Secondary: Late Morning		Secondary: Early Afternoon		Elementary: Afternoon / Secondary: Late Afternoon	
		Start	End	Start	End	Start	End	Start	End	Start	End
Adam Robertson Elementary	Elementary	08:50	10:41			10:56	12:14			13:00	14:55
Blewett Elementary	Elementary	08:15	10:00			10:20	11:35			12:15	14:17
Brent Kennedy Elementary	Elementary	08:40	10:20			10:40	12:20			13:00	14:40
Canyon-Lister Elementary	Elementary	08:30	10:15			10:30	12:10			12:52	14:27
Crawford Bay Elementary	Elementary	08:25	10:15			10:30	11:50			12:40	14:30
Crawford Bay Secondary	Mid/Sec	08:20	10:30			10:35	11:45			12:30	14:35
Erickson Elementary	Elementary	08:32	10:27			10:42	12:11			12:53	14:30
Hume Elementary	Elementary	08:30	10:20			10:40	12:10			12:50	14:30
J.V. Humphries Elementary	Elementary	08:40	10:30			10:45	12:05			12:55	14:46
J.V. Humphries Secondary	Secondary	08:45	09:51	09:55	11:01	11:05	12:10	12:48	13:53	13:57	15:02
Jewett Elementary	Elementary	07:55	10:00			10:25	11:50			12:30	14:01
L.V. Rogers Secondary	Mid/Sec	08:40	10:05			10:15	11:35	12:25	13:45	14:00	15:20
Mt. Sentinel Secondary*	Mid/Sec	08:45	10:30			10:45	12:30			13:10	15:05
Mt. Sentinel - Sequoia*	Mid/Sec	08:45	10:30			10:45	12:30			13:10	15:05
Creston Valley Secondary	Mid/Sec	08:43	10:05	10:09	11:30	12:24	13:45			13:49	15:10
REACH (Monday - Thursday)	Mid/Sec	08:30	12:00							12:45	15:00
REACH (Friday)	Mid/Sec	08:30	12:00							12:00	12:00
Redfish Elementary	Elementary	08:02	09:42			10:00	11:32			12:15	14:07
Rosemont Elementary	Elementary	08:30	10:10			10:30	12:00			12:43	14:35
Salmo Elementary	Elementary	08:43	10:25			10:40	12:25			13:10	14:46
Salmo Secondary & Salmo Alternative	Mid/Sec	08:35	09:57			10:05	11:27	12:07	13:29	13:33	14:55
South Nelson Elementary	Elementary	08:30	10:10			10:30	12:10			12:55	14:37
Trafalgar Middle School	Mid/Sec	08:40	10:30			10:40	12:30			13:15	15:05
W.E. Graham Community School - Elem.	Elementary	08:30	10:35			10:45	12:00			12:55	14:45
W.E. Graham Community School - Sec.	Mid/Sec	08:30	10:35			10:45	12:17			12:55	14:45
Wildflower Elementary (Monday-Thursday)	Elementary	08:30	10:30			10:50	12:30			13:15	14:55
Wildflower Middle (Monday-Thursday)	Mid/Sec	08:30	10:00			10:15	12:30			13:05	15:05
Wildflower - Creston (Monday-Thursday)	Mid/Sec	08:30	10:40			11:05	12:30			13:20	15:05
Winlaw Elementary	Elementary	08:03	09:53			10:13	11:32			12:13	14:05
Creston Homelinks Elementary	Elementary	09:00	12:00							13:00	15:00
Creston Homelinks Secondary	Mid/Sec	09:00	12:00							13:00	15:30
Homelinks Kaslo (Wednesday only)	Mid/Sec	08:45	12:10							12:47	15:02
Nelson Homelinks (Thursday Only)	Mid/Sec	08:30	11:00							12:00	14:28
Homelinks - Slokan (Wednesday Only)	Mid/Sec	08:30	10:30			10:45	12:18			13:00	14:45

The school times are general and may vary without notice. SmartFindExpress will give your exact start and end times of your call-out.