

**EDUCATION ASSISTANTS: SCHOOL DISTRICT POLICY
A RESEARCH SURVEY**

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**EDUCATION ASSISTANTS: SCHOOL DISTRICT POLICY
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Through the Introductory section I will describe what this research is about, the purpose for the research, the methodology used in the research, and some previous research conducted by others which provided some direction in the design of this project. As well, I shall present an account of the various processes and communications employed to initiate the research.

Later, in the "Findings of the Research" section of this paper, I shall provide an extensive descriptive review of all School District materials submitted to the project, concluding with a summary of the data.

A "Discussion of Research Results" section, including comments on "What's Next?" will follow; with a Bibliography and Appendices attached to conclude the paper.

INTRODUCTION

Under the direction of Dr. M. Winzer, Faculty of Education, University of Lethbridge, as a research project for Education 6000, University of Lethbridge, and with the supervision and assistance of Mr. D. Craft, Director of Instruction and Acting Vice-President, East Kootenay Community College (EKCC), I originally proposed to survey School Districts throughout British Columbia to determine the existence of local policy and documents pertaining to the employment positions and employment conditions for school district employees designated as education assistants.

The research actually provided 31 employment position name designations for those

people who work as support staff, in various ways, to students, teachers and administrators in schools and in the community. For the purpose of this research, I shall refer to this employment position, or the individuals so assigned, as Education Assistants (EA). (Note 1)

The underlying premise for this research originates from my work as Program Instructor for the Special Education Assistant Program at EKCC. This is a twenty-four week vocational training program for adults, designed to graduate students with skills and knowledge to assist public school classroom teachers in the care, growth and development of students with exceptional needs. Through the environment found in public schools, education assistants interact in many school activities with regular students as well: therefore the SPEDA training program closely examines the nature of the school and its organizational structure and activities, the nature of the classroom, and the interactions occurring between both exceptional needs and regular students, teachers, education assistants and other school support staff, school administrators, and school district personnel.

So in the context of establishing an understanding of the nature of the school and the interactions of certain participants in the schooling process, I have attempted to provide relevant and effective academic and specific, practical skills learning experiences for SPEDA students. In my efforts to do so, I have found that an effective and open communication link to practitioners in the field is most important for maintaining the efficient coordination of theoretical and practical skills needed by SPEDA students to complete their studies at the college and be equipped to assume employment position assignments in the schools successfully.

Therefore I have attempted to forge and maintain a closer relationship and expanded dialogue with the local school districts, specifically S.D. #2 - Cranbrook, and S.D. #3 - Kimberley. This increased liaison was sought in order to more closely approximate graduating SPEDA student skills and knowledge with those skills and knowledge perceived as necessary for education assistant employment success by classroom teachers, employed education assistants, school administrators and school district personnel.

In addition, I have requested classroom teachers, school administrators, CUPE personnel (education assistants), and district administrative personnel, as well as provincial ministry personnel (Social Services, Mental Health) to provide instructional sessions or course sections to SPEDA Program students. Also, the SPEDA External Program Advisory Committee was formed in June, 1993, to facilitate and maintain the liaison between local school districts and the college program. This committee acts in an advisory capacity, and is composed of classroom teachers, full-time education assistants, school administrators, local school district administrative personnel and college staff members. The current members of this committee have been invaluable in providing the type of direction which assists the SPEDA Program in coordinating effective theoretical and practical skills training.

Through the SPEDA Program practicum courses (SPEDA 107 and SPEDA 110), the most effective interface of theory and practice has occurred, with classroom teachers, education assistants and students providing the opportunity for SPEDA students to practice and develop their personal and employment skills.

Within the context of these contributing elements mentioned above, an increased, and positive liaison has developed within the realms of theory and practice in the SPEDA Program. The SPEDA Program, in the context of that increased liaison, has been responsive to many suggestions for program change/adaptation made by local school district personnel. My research survey of school districts in British Columbia was an effort similar in nature; an attempt to expand the input of effective advice and information from all those school districts in the province willing or available to participate.

Many discoveries have been made in establishing the liaison between the classroom and the college. Of critical importance is the role that local school district policy, relating to the education assistant employment position, has in directing the on-going scenarios of classroom activities and in influencing those that create and participate in the classroom and school settings. School district policy provides the philosophy and rationale for the presence of education assistants in the school environment. Elements of school district policy, such as job descriptions, provide skill requirements and employment conditions, while hiring practices reflect the growth of this occupation within school districts. Another element of school district policy is the ethical code which may exist to establish boundaries of activity and behaviour for education assistants.

Originally, it was my intention through the research survey to study school district Policy, Job Descriptions, Hiring Practices and Ethical Codes as separate entities. However, this finite separation of information and documents was unnecessary, as it became clear during the project that materials submitted to the survey were either

specific, formal School District Policy or related to a general category more effectively and conveniently referred to as Employment Conditions. So the four categories originally proposed have been reduced to two, and the review of all documents submitted to the survey will occur in two categories titled "School District Policy" and "Employment Conditions".

PURPOSE OF THE STUDY

In practical terms, the purpose of the research survey was to seek information which may lead to positive change or adaptation of SPEDA Program content and activities in response to compelling policy or practice. Another purpose of the research was that it would provide data for specific SPEDA Program course content, in terms of studying specific policy or gaining insight from other documents such as Handbooks, interview questions, and so on. As well, the survey would provide opportunity for me to explore the demands of data collection, and then, the even more challenging demands of making sense of the data and organizing it into a coherent format of project description. (Note 2)

DATA COLLECTION

Through a research proposal prepared by the author in July, 1993, in completion of requirements for Education 5990, University of Lethbridge, a request was made to East Kootenay Community College for participation in the research survey. (Note 3) In support of SPEDA Program development at the College, Mr. Craft forwarded the original letter of request for school district materials in July, 1993. No time-line for

response from individual school districts was stipulated in the letter of request, and as of October 31, 1993, the "response period" was deemed to be over and the analysis of materials began. This request drew a 30.6% (23/75) return on requests by October 31, 1993. This 30.6% return on requests was considered to be inadequate for the intended provincial scope of the survey, and at this point a second mail-out of requests was thought to be appropriate, simply to try for an increase in the number of submissions to the survey.

As a course assignment for SPEDA 101 in January, 1994, SPEDA Program students forwarded another letter of request under College letterhead which netted another nine submissions, bringing the total of submissions to the survey to 42.6% (32/75). At this point in the project it was decided that another mail-out of requests would extend completion of the project beyond an efficient time frame, and so the analysis of survey materials is based on those received as of February 22, 1994. The author assumes there are materials relevant to the research in those school districts which have not responded with submissions to the survey.

Of those submissions to the survey, 14/32 (43.75%) school districts provided documents which were categorized as specific Policy documents. The remaining documents were categorized as information relating in various ways to the education assistant employment position and related employment conditions under the title Employment Conditions. From October, 1993, through to the end of May, 1994, the analysis of materials and composition of the research paper took place.

Attached to this paper as Appendix #1 is a sample of the original letter of request forwarded to all school districts in British Columbia by Mr. Don Craft, under East Kootenay Community College letterhead. Also contained therein is a survey letter of request to School District #28, Quesnel, stamped as received on August 3, 1993, and subsequently returned with other submitted materials to the research project.

Attached to this paper as Appendix #2 is the catalogue of survey materials submitted by participating school districts. This catalogue lists, in order of school district numerical designation, all materials submitted by each school district to the research project. As well, the date each submission was received is listed. Those school districts not responding have been listed as well, with a "no response to date" notation. Also contained in this Appendix is a list of British Columbia School District mailing addresses and a map of British Columbia School Districts.

REFERENCE NOTES

Note 1.

The name "Paraprofessional" had been used in the original research proposal and in all related communications. A change to the name "Education Assistant" has been implemented through the designation of that name by the recently formed provincial committee of college instructors and coordinators of education assistant training programs. This committee is working to provide direction to the Ministry of Skills, Labor and Training for the establishment of provincial training standards for education assistant programs in post-secondary institutions in British Columbia. Very recently (May 26, 1994), the author has been invited to participate in the proceedings of this provincial college committee. This opportunity may provide access to other relevant research and data related to that gained in the research proposal and survey. As well, this committee may provide an opportunity for the practical application of the information gathered through this research project. This point will be discussed more completely in the "What's Next?" section of this paper.

Note 2.

Through the current format the author has attempted to satisfy the curriculum requirements of an Education 6000 project and readers from public school systems.

Note 3.

The task of gathering this data could not have occurred without the assistance and supervision of Don Craft of East Kootenay Community College, who provided theoretical and logistical support, and the considerable efforts of Mr. Craft's secretary, Sue Love.

SECTION 2: FINDINGS OF THE RESEARCH

Attached to this paper as Appendix #3 is the Analysis of School District Materials. The first category of analysis examines all materials submitted which were categorized as specific Policy documents. Contributing school districts are listed in numerical order at the beginning of this section, and this list includes the Policy number or name of the specific document(s) submitted. Following this list is a district by district detailed review of the type of Policy document submitted and kind of information contained therein.

In Appendix #3, following the review of Policy documents, is the detailed review of documents submitted to the survey and considered as materials relevant to the second category of analysis, Employment Conditions.

CATEGORY #1: SCHOOL DISTRICT POLICY DOCUMENTS

Most submissions to the survey fall clearly into one of the two categories of analysis. However, unique materials such as the handbooks, the memorandum(s) of agreement and the bargaining unit contract(s), which may contain elements of both survey categories, will be examined under the category of School District Policy Documents.

Contained in the 32 submissions to the survey are 14 "Policy" documents. The 14/32 submissions categorized as specific Policy documents is 43.75% of total submissions to the survey. The nature of information contained in Policy documents varies

tremendously between districts. Some districts have written, as formal Policy, documents which address every conceivable aspect of the education assistant employment position and related employment conditions. Other districts more generally, and in a brief format, address, through these Policy documents, certain administrative details of the roles and responsibilities of these school district employees.

The Collective Agreement from Terrace and the Memorandum of Agreement from Nelson certainly provide the most descriptive picture, in a legal sense, of the education assistant employment position. Once these documents are negotiated and legally recognized by employee and employer they control or provide direction for participants and activities defined within the parameters of the contract. However, these types of documents often do not play a role in the day to day activities of employees, but more typically serve as a reference for clarification of employment details.

The more useful and used documents typically accessed by education assistant employees are the "Handbooks", as exemplified by those submitted from Cranbrook and Qualicum school districts. These are the documents which contain guidelines for activities, responsibilities and relationships in the classroom and school most valuable to education assistant employees. References to formal written policy can be found in the handbooks, but more importantly, they contain samples of the many working documents used on a daily basis by education assistants. Preferred supervision styles, specific duties, outlines of roles and responsibilities, observation and recording formats, timelines, student support services team composition, lines of authority,

referral forms, and employee evaluation forms are just a few examples of the types of materials contained in the handbooks. Both Cranbrook and Qualicum school districts have obviously invested considerable time and effort in the creation of a comprehensive document which can supply the answers to most questions of both new and veteran education assistant employees, and which contain samples of the myriad of forms and documents used in hiring, guiding and evaluating those individuals.

Whereas formal, written Policy documents tend to originate from the management or administrative sector of a particular school district, the handbooks are generated more from those who directly supervise or participate in the activities of education assistant employees. Individuals such as the Director of Instruction: Student Services, Special Education Integration Coordinators, principals, teachers and education assistant employees tend to be involved in the composition of handbooks. Also, formal, written Policy documents tend to remain fixed from school year to year; handbooks, on the other hand, tend to be subject to annual revision, according to the various changes made within classrooms and schools to accommodate program, student, teacher and education assistant employee needs.

Of all the materials submitted to the survey, the handbooks are the most informative, being a compendium of all the variety of materials available which address education assistant employees. It is impossible to determine within the scope of this research project why only two school districts in British Columbia have developed (or submitted to the survey) this excellent resource for employees.

It is also impossible to determine why some districts have formally written policy addressing education assistant employees and others do not. One can speculate that the number of such employees within a particular school district is not sufficient to warrant written Policy, or that the increase in such employees is just beginning to develop, thereby necessitating the formation of written Policy in the near future. It may also be the case that such Policy does exist in most, if not all school districts, and has simply not been submitted to this survey.

The clarity of philosophical intent provided by formal, written policy is most beneficial to education assistant employees and the general public; if nothing else, it indicates the commitment of a particular school district to the concepts, activities, students and employees referred to in particular Policy. All Policy documents submitted to the survey respond to the need for effective and appropriate integration and individualized programming for special needs students, regardless of disability or handicap. Herein lies the most crucial aspect of written Policy. Through the existence of this type of formal Policy, school districts are reflecting the current shift in education to a recognition of individual student needs and the establishment of effective practice in schools to meet those needs. School district Policy is not written in isolation; it is developed through a process of communication between practitioners and participants and is a clear reflection of education institutions responding to both local community needs and provincial, Education Ministry directives.

CATEGORY #2: EMPLOYMENT CONDITIONS

Certainly the most prevalent document submitted to the survey regarding education assistant employment conditions is the Job Description. In the case of many school districts, this was the only type of material submitted. Some job descriptions are simple and direct statements of available employment positions; others are highly developed, containing elaborate statements of employee skills, attitudes and training needed, extensive descriptions of duties and responsibilities and provisions for lines of authority, clarification of participation in the instructional process and details of employee performance evaluation.

The Job Descriptions are typically consistent in format within a district, although development and revision of specific employment positions can be seen in materials provided to the research project. This is evident through the updating of job titles and required skills and training for identical employment positions in job descriptions submitted to the survey with earlier and current chronological designations. Throughout the province, a large variety of formats used for Job Descriptions is evident. Some are simplistic and brief, others are complex, containing many elements pertinent to the designated employment position.

It is evident in the materials submitted to the survey that different levels of training are required for the different levels of interaction and participation with students. Some districts require only high school graduation, most require completion of a college certificate in a recognized Special Education Assistant Program and some require up to two years of university training for the more advanced, counselling and assessment

related positions available in some districts. Nevertheless, all these employment positions fall under the general category of non-instructional, student support services.

One aspect of this school district employment position evidenced clearly through materials submitted to the survey is the variety of employment position name designations for "education assistant". A list of the submitted titles of all employment positions available as part of non-instructional, student support services follows:

1. Youth Care Worker
2. Teacher Aide 1
3. Teacher Assistant 1
4. Child Care Worker
5. Special Education Paraprofessional
6. Teacher's Assistant
7. Special Education Assistant
8. Special Assistant
9. Rehabilitation Assistant
10. Teacher Assistant
11. Special Aides
12. Personal Attendant
13. Ancillary Assistant
14. Native Tutorial Assistant
15. Chance Worker
16. District Behaviour Facilitator
17. Braille Specialist

18. Sign Language Specialist
19. Alternative Program Worker
20. Matron
21. Youth Worker
22. Special Education Aide
23. Support Service Assistant
24. Special Education Teaching Assistant
25. Technology and Computer Support Assistant
26. Interpreter/Tutor
27. Detached Worker (Rehabilitation)
28. Noon Hour Supervision Aide
29. District Child Care Worker
30. Education Assistant
31. Crossing Guard

Where once we referred to a commonly understood employment position designated as “teacher’s aide”, we can now refer to 30-some different employee titles. Of course, as indicated by the specific nature of some of these employee titles, we can see that not all student support employment positions are the same, not all require the same training, nor do they seek to provide the same service. They are all related as non-instructional student support employment positions, but the vastly increased scope of services provided by school districts for students with specialized needs is clearly evident in the different employment positions now available in this occupational area. As well, some districts indicated that certain employment positions arise from student-specific need, on a term basis, while most districts do maintain one or more standard

employment positions which address a common variety of student needs.

A number of school districts, in their submissions to the survey, commented on the growth of employment opportunities for education assistants. In response to this growth, many school districts have developed guidelines for employment conditions, contained in materials such as points of preparation for employment interviews, screening rating guides, rating scales, employee selection criteria, interview questions, formalized steps in the hiring process, letter formats for successful and unsuccessful candidates, evaluation, performance or appraisal forms and brief statements of ethical conduct expectations.

School Districts which commented on the growth of student support employment positions indicated tremendous growth in this occupational area during the last ten years. As well, many of these districts in their submissions to the survey, also indicated the subsequent need for, and development of, formal district Policy and the establishment of employment condition details, information and guidelines.

The last area of examination in this category will provide some detail on the historical development of employment positions and opportunities for education assistant candidates. This information has been made available to the research project by the district personnel responding to the survey request. Typically that individual has been the local district Director of Instruction, Student Services.

School District #2 - Cranbrook: education assistant employment position growth increased from 10 in 1982 to 64 in 1993.

School District #3 - Kimberley: education assistant employment position growth increased from 8 in 1986 to 24 in 1993.

School District #28 - Quesnel: education assistant employment position growth increased from 10 in 1988 to 60 in 1993.

School District #39 - Vancouver: currently employs 200 education assistants, double the number of such employment positions of "a few years ago".

School District #55 - Burns Lake: education assistant employment position growth increased from 10 in 1986 to 25 in 1993.

School District # 60 - Peace River North: education assistant employment growth increased from 28 in 1982 to 66 in 1993.

School District # 88 - Terrace: has experienced a budget increase in student services from \$50,000 in 1981 to \$900,000 in 1993.

Clearly, school districts are hiring more people as employees designated as student support services personnel. Some districts specifically mentioned this growth indicates a growing response to the mandate of integration of students with specialized needs. As well, we can see that to address student needs effectively, school districts have increasingly been choosing to hire non-professional student support staff in a wide variety of roles.

SECTION 3:

DISCUSSION OF RESEARCH RESULTS

In the original research proposal, although not explicitly stated, was the hope that the survey would gather a response from a majority of school districts in British Columbia. A solid majority, or even better, in the 66% range, would have provided the credibility to project the findings of the research to a provincially encompassing level. To date, such is not the case.

Personally, I feel it is worthwhile to pursue gathering as much material as possible related to the school district employment position of education assistant. It appears there is a process under way at the provincial college level to standardize training for individuals seeking employment as education assistants. The purpose of gathering further material would not be in an attempt to influence the standardization of school district policy regarding education assistants, or to standardize employment conditions or the documents so related. Rather, these materials could, once compiled, provide direction or support to various members of the education community.

College training programs would certainly benefit, in terms of access to specific course content and resources, and as an overview of provincial conditions which would help provide consistent, accurate and efficient delivery of training programs among all participating post-secondary institutions. As well, Transferability among education assistant training programs and institutions may be positively influenced by the availability of a compendium of school district data about education assistant employment. This data may assist different college programs in establishing aims,

goals and objectives which may differ in perspective, and yet equally contribute to student success.

Questions such as “Who would review or develop individual program materials so that they meet provincial curriculum standards?”, “What are the economic implications for colleges, the provincial government and taxpayers?” , or “What institutions in the province should maintain full-time or part-time programs?” are beyond the scope of this survey. These questions are offered because they do play a role in consideration of future implications for this research.

Another manner in which the education community may benefit from further research in this area is in promoting effective communication for all participants. By sharing working documents and resources, dialogue must occur among the different participants of the college and school district networks. A number of requests have been received by the author for copies of this completed project; as well, there have been resource materials exchanged between school districts as a result of the communications of this research project. Perhaps this effort to compile information from all school districts may in some small way assist in a closer and more effective liason between school districts and the institutions which provide training for many education employees.

The nuance and flavor, that is, the individual characteristics, of all school districts and colleges must be respected in efforts to establish common ground. Where elements of difference arise in philosophy or practice, there must be acceptance that the constituents of the education community are not all the same, and their individuals are

local community members, democratically free to pursue their interpretation of education within guidelines established provincially.

We can see there are benefits to further research in this area. However, for now, due to the less than 50% return on requests in this survey, it is not appropriate to make inferences regarding any province wide commonalities among individual school district policy and practice for employees designated as education assistants.

As mentioned earlier in this paper, schools are hiring more individuals as education assistants. Many school districts have experienced explosive rates of growth in this employment position over the last ten years. Personnel from a variety of school districts have commented that the growth rate in this employment position indicates a growing response to the mandate of integration of special needs students into regular classrooms. School districts are choosing to hire non-professionals; non-teachers, to work in classrooms with children. The once-barred door of professionalism kept the classroom as sanctuary for teachers only, but now we see, in the name of student need, of inclusive schools, that door has been opened. Certainly, education assistants are not trained for many education activities such as assessment, instructional development and delivery, or evaluation. Their role in the education process is made very clear by many school districts - they are to be an assistant to educational activities of students and teachers, supervised usually by their closest partner on the student support services team - the classroom teacher.

A common element of philosophy and practice among school districts is the clearly defined role of the education assistant. This research does not determine whether that

emphasis, found in many different school district documents, on clear delineation of roles and responsibilities of education assistants emanates from human resources administrative efficiency or by influence from district and provincial level teachers' professional organizations. Whatever the source, roles and responsibilities of education assistants was by far the most detailed information found in handbooks, Policy and job descriptions from different districts.

Here again we find considerable implication for further examination of people, institutions, resources and processes involved in the education assistant employment position. The nature of the teacher-education assistant-student relationship is becoming increasingly complex, the rules of the game are changing, and for the most part, the "teams", or school districts, all have different rulebooks but play the same game.

This research relates to the nature of the classroom and the activities of education participants. Student populations in classrooms are becoming different and the ways in which schools support those students are changing. In many classrooms there are now more than one significant adult present. The education assistant, whether full-time or part-time, may be present to support student learning, and participate with students in many school activities.

Usually, as indicated in most school district documents, the education assistant is present in the classroom or school by virtue of being assigned a support-service role for a particular student. In the flux of education activity, the education assistant, as directed through employment conditions set by the local district, interacts not only with the designated special needs student they may have been hired to support, but with all

other students as well. "Can the education assistant be effective in the support or growth of all students?" is a question for further study, but we can see presently it is the case that a student must be designated, or labelled, as having special needs to qualify for support, which often occurs through the employment of an education assistant.

We cannot ignore our changing world, the growing impact of technology, the changing nature of students, our new understanding about the nature of learning or the increasing and complex demands placed on teachers and students in the classroom. Perhaps in the future we may see all classrooms containing both teachers and support services personnel. Currently most teachers have large classes and little or no support. Some teachers work full or part time with education assistant support. A change to increased or full-time education assistant support in every classroom has sensitive and wide-ranging implications for all involved in the education process. This research project cannot address such issues, but they exist. We can see that this small survey can lead to the consideration of the implications of such issues - we have established that education assistants in classrooms are growing in number and many school districts have carefully considered their roles, responsibilities, and training.

This survey has provided a look at the multitude of aspects of employment as an education assistant within some of the school districts in British Columbia. The employment position is well developed in some districts, less so in others. The duties are changing, as are training requirements. Growth in employment opportunity as an education assistant is occurring in all areas of BC due to school districts hiring non-professional staff to address special needs student integration and individual student needs. From this brief examination, we can see that the concepts and nature of the

delivery of educational programs to all students is undergoing significant change in terms of the current and future use of education assistants by school districts.

To appreciate the nature and scope of this information, a careful reading of Appendix #3 attached to this paper is helpful. It is a condensed version of the original documents and is accurate to that content. This review of school district documents obtained through the survey portion of this research project provides structure to the data to facilitate both review and comparison. As well, for those to whom the original documents are not available, this review may provide some indication of the extensive, on-going efforts by school districts to establish Policy and Employment Conditions for education assistant employees.

WHAT'S NEXT?

The author hopes that this review is applicable to further efforts by school districts to create or development local documents relating to education assistant employees.

The completed project is available to all interested parties.

The author intends to present this review to the provincial college committee currently meeting to explore standardized training programs in colleges in British Columbia, and hopes it is of benefit to those proceedings.

The author will continue to explore the education assistant information made available by school districts in order to continue the development of curriculum resources and the instructional process in the Special Education Assistant Program at East Kootenay Community College.

APPENDIX #1

ORIGINAL LETTER OF REQUEST

**FORWARDED BY DON CRAFT, DIRECTOR OF INSTRUCTION
AND ACTING VICE-PRESIDENT**

EAST KOOTENAY COMMUNITY COLLEGE



*East Kootenay
Community College*

CENTRAL FILES NO.

July 23, 1993
Special Education Assistant Program

Director, Special Education Services
School District No. 88 Terrace
3211 Kenney Street
Terrace, B.C.
V8G 3E9

Dear Director:

As Director of Instruction at East Kootenay Community College, I have responsibility for the Special Education Assistant Program (SPEDA). Mr. Allan Kimmel is the Instructor for SPEDA and as part of Mr. Kimmel's studies in the Graduate Studies in Education Program at the University of Lethbridge, I am seeking your assistance in obtaining information which may exist as board policy within your school district.

Specifically, Mr. Kimmel is seeking from your district any local school board policy or job description information relating to those individuals who, as classroom-based aides to students with exceptional needs, are employees of your school district. These individuals occupy employment positions variously titled as Child Care Workers, Paraprofessionals, Student Aides or Special Needs Assistants.

Mr. Kimmel is conducting this research under the direction of Dr. Margaret Winzer, author of the text: "Children with Exceptionalities; A Canadian Perspective". Dr. Winzer is currently a faculty member in Education at the University of Lethbridge, and we use her text as our primary resource in the SPEDA program at EKCC.

Mr. Kimmel is attempting to develop an historical perspective of the chronological development of individual school district policy relating to paraprofessionals as board employees. For example, through the ten-year period from 1982 to 1992, in School District #2 (Cranbrook), the number of classroom-based child care worker positions increased from 2 to 63, and in addition, local board policy developed to include a comprehensive set of policy guidelines, job descriptions, a formalized interview and hiring process, a post-secondary training requirement for employment and the development of ethical considerations of child care worker, teacher and student interrelationships.

CRANBROOK CAMPUS, P.O. BOX 8500, CRANBROOK, B.C. V1C 5L7, 489-2751

CRESTON CENTRE, P.O. BOX 1978, CRESTON, B.C. V0B 1G0, 428-5332 INVERMERE CENTRE, P.O. BOX 960, INVERMERE, B.C. V0A 1K0, 342-3210
FERNIE CENTRE, P.O. BOX 1770, FERNIE, B.C. V0B 1M0, 423-4691 GOLDEN CENTRE, P.O. BOX 376, GOLDEN, B.C. V0A 1H0, 344-5901

Special Education Assistant Program
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This research data will form the basis for a new section in the SPEDA 101 course: Education Issues and Organization, as well as provide information from which he can develop an academic review of the contemporary, chronological implementation by local school districts in British Columbia of classroom-based, formally trained, adult aides for children with exceptional needs.

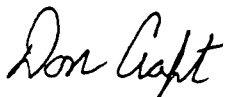
I sincerely hope that you can find time in your schedule to compile documents or excerpts from documents used in your local district as official policy or informal directive to regulate the hiring and employment practices of classroom-based child care workers. Your professional courtesy in participating in this research study is greatly appreciated. Mr. Kimmel would be most willing to clarify these request to you personally should you have questions unanswered by this letter; you may contact Mr. Kimmel through the SPEDA program at EKCC.

I understand that this letter will most likely come to your attention in the late summer before the September school term begins and I urge you to respond at your earliest convenience as Mr. Kimmel is required to complete the research and compile the data before the completion of the fall university semester.

This is praxis in action, Mr. Kimmel is attempting to create meaning and understanding from the real world environment which exists in (he is assuming) a variety of different, yet related formats throughout the school districts in British Columbia. This research cannot be meaningful and complete without your assistance, please participate!

Please use the enclosed, stamped, self-addressed envelope to forward your district information to me. THANK YOU!

Sincerely,



Don Craft
Director of Instruction

AK:sl

CENTRAL FILES NO.

July 23, 1993
Special Education Assistant Program

Director, Special Education Services
School District No. 28 Quesnel
401 North Star Road
Quesnel, B.C.
V2J 5K2

Dear Director:

As Director of Instruction at East Kootenay Community College, I have responsibility for the Special Education Assistant Program (SPEDA). Mr. Allan Kimmel is the Instructor for SPEDA and as part of Mr. Kimmel's studies in the Graduate Studies in Education Program at the University of Lethbridge, I am seeking your assistance in obtaining information which may exist as board policy within your school district.

Specifically, Mr. Kimmel is seeking from your district any local school board policy or job description information relating to those individuals who, as classroom-based aides to students with exceptional needs, are employees of your school district. These individuals occupy employment positions variously titled as Child Care Workers, Paraprofessionals, Student Aides or Special Needs Assistants.

Mr. Kimmel is conducting this research under the direction of Dr. Margaret Winzer, author of the text: "Children with Exceptionalities; A Canadian Perspective". Dr. Winzer is currently a faculty member in Education at the University of Lethbridge, and we use her text as our primary resource in the SPEDA program at EKCC.

Mr. Kimmel is attempting to develop an historical perspective of the chronological development of individual school district policy relating to paraprofessionals as board employees. For example, through the ten-year period from 1982 to 1992, in School District #2 (Cranbrook), the number of classroom-based child care worker positions increased from 2 to 63, and in addition, local board policy developed to include a comprehensive set of policy guidelines, job descriptions, a formalized interview and hiring process, a post-secondary training requirement for employment and the development of ethical considerations of child care worker, teacher and student interrelationships.

Special Education Assistant Program
Page 2

This research data will form the basis for a new section in the SPEDA 101 course: Education Issues and Organization, as well as provide information from which he can develop an academic review of the contemporary, chronological implementation by local school districts in British Columbia of classroom-based, formally trained, adult aides for children with exceptional needs.


I sincerely hope that you can find time in your schedule to compile documents or excerpts from documents used in your local district as official policy or informal directive to regulate the hiring and employment practices of classroom-based child care workers. Your professional courtesy in participating in this research study is greatly appreciated. Mr. Kimmel would be most willing to clarify these request to you personally should you have questions unanswered by this letter; you may contact Mr. Kimmel through the SPEDA program at EKCC.

I understand that this letter will most likely come to your attention in the late summer before the September school term begins and I urge you to respond at your earliest convenience as Mr. Kimmel is required to complete the research and compile the data before the completion of the fall university semester.

This is praxis in action, Mr. Kimmel is attempting to create meaning and understanding from the real world environment which exists in (he is assuming) a variety of different, yet related formats throughout the school districts in British Columbia. This research cannot be meaningful and complete without your assistance, please participate!

Please use the enclosed, stamped, self-addressed envelope to forward your district information to me. THANK YOU!

Sincerely,



Don Craft
Director of Instruction

AK:sl

APPENDIX #2

CATALOGUE OF SURVEY OF INDIVIDUAL SCHOOL DISTRICTS IN BRITISH COLUMBIA

CATALOGUE OF SURVEY OF INDIVIDUAL B.C. SCHOOL DISTRICTS

The following is a catalogue review of the response provided by each B.C. school district, in numerical order.

#1 FERNIE - replied on 27/01/94 with a letter, 4 job descriptions and contract article.

#2 CRANBROOK - replied on 15/02/94 with 1 job description and "Partners In Education" handbook containing policy articles, interview and hiring process information, paraprofessional evaluation forms and ethical guidelines.

#3. KIMBERLEY - replied on 12/08/93 with a letter, Special Services Policy, one job description, a sample letter to successful job applicants and information on Personnel: Hiring Practices.

#4 WINDERMERE - no response to date.

#7 NELSON - replied on 24/01/94 with a Memorandum of Agreement between SD#7 Board and Nelson and District Paraprofessional Association.

#9 CASTLEGAR - replied on 24/01/94 with two job descriptions.

#10 ARROW LAKES - no response to date.

#11 TRAIL - replied on 10/08/93 with a note and business card, Policy 3610.7 (3/91), a Code of Ethics for Paraprofessionals, a Paraprofessional Evaluation Form and a Teacher's Assistant Handbook.

#12 GRAND FORKS - replied on 21/09/93 with Policy No. P2635, and three job descriptions.

#13 KETTLE VALLEY - no response to date.

#14 SOUTHERN OKANAGON - replied on 10/08/93 with one job description.

#15 PENTICTON - replied on 26/01/94 with a letter from Director of Instruction.

#16 KEREMEOS - no response to date.

#17 PRINCETON - no response to date.

#18 GOLDEN - replied on 01/09/93 with Policy: 5060 and four job descriptions.

#19 REVELSTOKE - replied on 03/02/94 with memo, 2 job descriptions and policy.

CATALOGUE OF SURVEY

- #21 ARMSTRONG-SPALLUMCHEEN - no response to date.
- #22 VERNON - replied on 10/01/94 with hiring process chart and two job descriptions.
- #23 CENTRAL OKANAGON - no response to date.
- #24 KAMLOOPS - replied on 27/09/93 with a Memorandum (Policy), four job descriptions and information on hiring practices.
- #26 NORTH THOMPSON - no response to date.
- #27 CARIBOO-CHILCOTIN - replied on 15/02/94 with one job description.
- #28 QUESNEL - replied on 02/09/93 with a letter, three job descriptions and two different sets of interview questions.
- #29 LILLOOET - no response to date.
- #30 SOUTH CARIBOO - replied on 31/10/93 with Minute No.:17052, Policy No.: 6002 and a sample job posting.
- #31 MERRITT - replied on 09/08/93 with a Fax and one job description.
- #32 HOPE - replied on 10/08/93 with one job description.
- #33 CHILLIWACK - replied on 15/02/94 with five job descriptions.
- #34 ABBOTSFORD - no response to date.
- #35 LANGELY - no response to date.
- #36 SURREY - no response to date.
- #37 DELTA - no response to date.
- #38 RICHMOND - no response to date.
- #39 VANCOUVER - replied on 26/08/93 with a letter and four job descriptions.
- #40 NEW WESTMINSTER - no response to date.
- #41 BURNABY - no response to date.

CATALOGUE OF SURVEY

#42 MAPLE RIDGE - replied on 31/08/93 with three job descriptions.

#43 COQUITLAM - replied on 12/10/93 with two job descriptions, selection criteria for hiring Paraprofessionals and a sample letter to unsuccessful job applicants.

#44 NORTH VANCOUVER - replied on 31/10/93 with two job descriptions and a Paraprofessional Appraisal Form.

#45 WEST VANCOUVER - no response to date.

#46 SUNSHINE COAST - no response to date.

#47 POWELL RIVER - replied on 31/10/93 with Policy and five job descriptions.

#48 HOWE SOUND - no response to date.

#49 CENTRAL COAST - no response to date.

#50 QUEEN CHARLOTTE - no response to date.

#52 PRINCE RUPERT - no response to date.

#54 BULKLEY VALLEY - no response to date.

#55 BURNS LAKE - replied on 17/08/93 with a letter, Policy (Standard Administrative Procedure), two job descriptions, information on preparing for a job interview, a Reference Check Form, two separate screening guides for job applicants and a Paraprofessional Performance Review Form.

#56 NECHAKO - no response to date.

#57 PRINCE GEORGE - no response to date.

#59 PEACE RIVER SOUTH - no response to date.

#60 PEACE RIVER NORTH - replied on 10/09/93 with a letter and Policy: Appendix

#61 GREATER VICTORIA - replied on 31/10/93 with guidelines: Duties.

#62 SOOKE - no response to date.

CATALOGUE OF SURVEY

#63 SAANICH - no response to date.

#64 GULF ISLANDS - no response to date.

#65 COWICHAN - no response to date.

#66 LAKE COWICHAN - no response to date.

#68 NANAIMO - no response to date.

#69 QUALICUM - replied on 24/08/93 with a letter, two job descriptions and a Teacher's Assistant Handbook (24/09/91).

#70 ALBERNI - no response to date.

#71 COURTENAY - no response to date.

#72 CAMPBELL RIVER - no response to date.

#75 MISSION - no response to date.

#76 AGASSIZ-HARRISON - replied on 20/08/93 with a letter and one job description.

#77 SUMMERLAND - no response to date.

#80 KITIMAT - no response to date.

#81 FORT NELSON - replied on 12/08/93 with two job descriptions.

#84 VANCOUVER ISLAND WEST - no response to date.

#85 VANCOUVER ISLAND NORTH - no response to date.

#86 CRESTON-KASLO - replied on 31/10/93 with two job descriptions.

#87 STIKINE - no response to date.

#88 TERRACE - replied on 09/08/93 with a letter, Policy: Special Services Assistant Guidelines, and a copy of the Collective Agreement between SD#88 and CUPE.

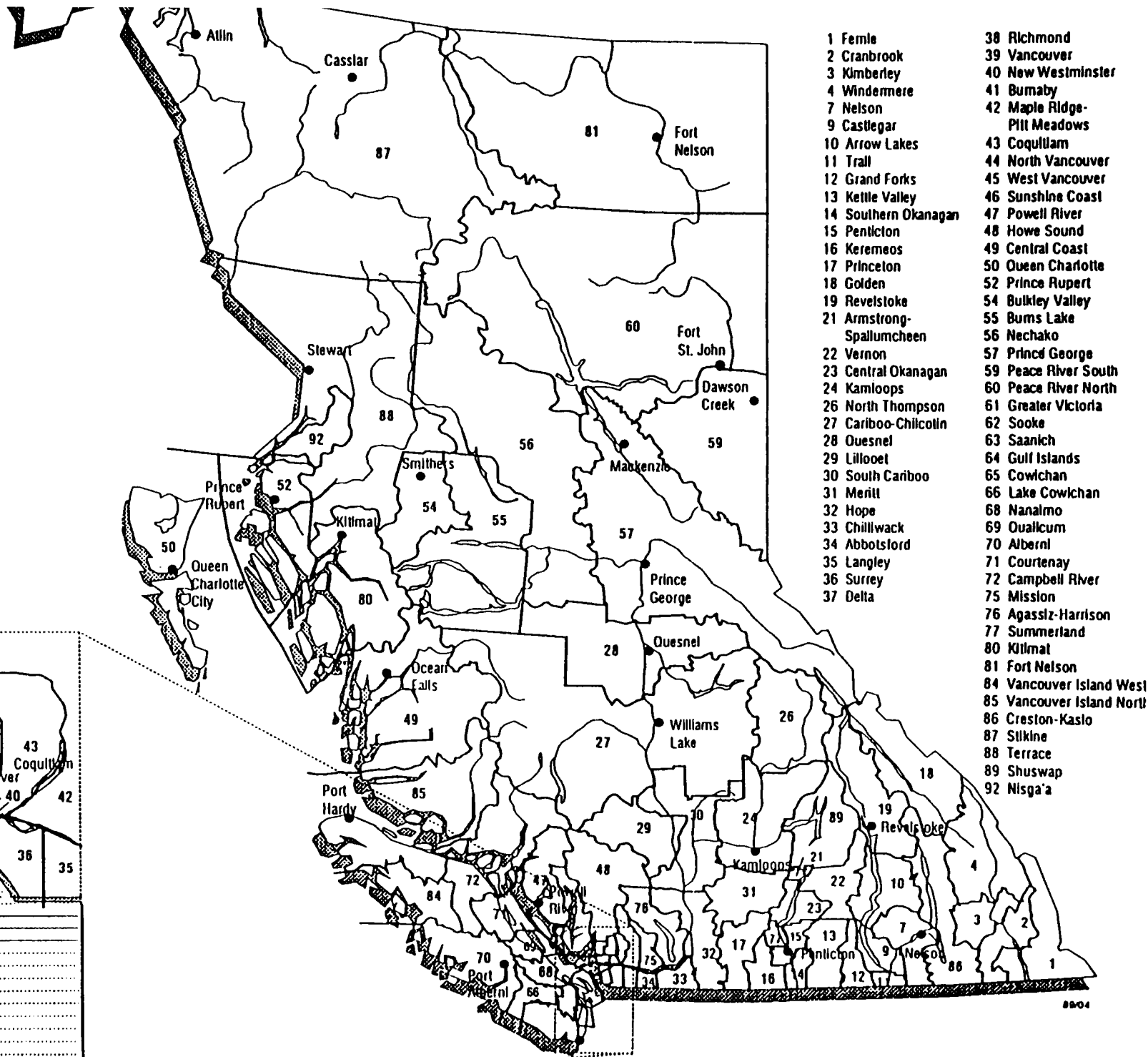
#89 SHUSWAP - no response to date.

#92 NISGA'A - no response to date.

DISTRICT	ADDRESS	CITY	PCODE
School District No. 1 Fernie	P.O. Box 160	Fernie	V0B 1M0
School District No. 2 Cranbrook	960 Industrial Rd #1	Cranbrook	V1C 4C6
School District No. 3 Kimberley	P.O. Box 70	Kimberley	V1A 2Y5
School District No. 4 Windermere	P.O. Box 430	Invermere	V0A 1K0
School District No. 7 Nelson	308 Anderson Street	Nelson	V1L 3Y2
School District No. 9 Castlegar	865 Columbia Avenue	Castlegar	V1N 1H3
School District No. 10 Arrow Lakes	P.O. Box 340	Nakusp	V0G 1R0
School District No. 11 Trail	2079 Columbia Avenue	Trail	V1R 1K7
School District No. 12 Grand Forks	P.O. Box 640	Grand Forks	V0H 1H0
School District No. 13 Kettle Valley	P.O. Box 40	Midway	V0H 1M0
School District No. 14 Southern Okanagan	Bag 5000	Oliver	V0H 1T0
School District No. 15 Penticton	425 Jermyn Avenue	Penticton	V2A 1Z4
School District No. 16 Keremeos	P.O. Box 10	Keremeos	V0X 1N0
School District No. 17 Princeton	P.O. Box 350	Princeton	V0X 1W0
School District No. 18 Golden	P.O. Box 1110	Golden	V0A 1H0
School District No. 19 Revelstoke	P.O. Bag 5800	Revelstoke	V0E 2S0
School District No. 21 Armstrong-Spallumcheen	P.O. Box 430	Armstrong	V0E 1B0
School District No. 22 Vernon	1401 - 15th Street	Vernon	V1T 8S8
School District No. 23 Central Okanagan	1940 Haynes Road	Kelowna	V1X 5X7
School District No. 24 Kamloops	1383 - 9th Avenue	Kamloops	V2C 3X7
School District No. 26 North Thompson	P.O. Box 1314	Clearwater	V0E 1N0
School District No. 27 Cariboo-Chilcotin	350 Second Avenue North	Williams Lake	V2G 1Z9
School District No. 28 Quesnel	401 North Star Road	Quesnel	V2J 5K2
School District No. 29 Lillooet	P.O. Box 820	Lillooet	V0K 1V0
School District No. 30 South Cariboo	P.O. Box 250	Ashcroft	V0K 1A0
School District No. 31 Merritt	P.O. Bag 4100	Merritt	V0K 2B0
School District No. 32 Hope	P.O. Bag 3200	Hope	V0X 1K0
School District No. 33 Chilliwack	46361 Yale Road East	Chilliwack	V2P 2P9
School District No. 34 Abbotsford	2790 Tims Street	Clearbrook	V2T 4M7
School District No. 35 Langley	22259 - 48th Avenue	Langley	V3A 3Z7
School District No. 36 Surrey	14225 - 56th Avenue	Surrey	V3X 3A3
School District No. 37 Delta	4629 51st Street	Delta	V4K 2V9
School District No. 38 Richmond	7811 Granville Avenue	Richmond	V6Y 3E3
School District No. 39 Vancouver	1595 West 10th Avenue	Vancouver	V6J 1Z8

School District No. 40 New Westminster	P.O. Box 790	New Westminster	V3L 4Z8
School District No. 41 Burnaby	5325 Kincaid Street	Burnaby	V5G 1W2
School District No. 42 Maple Ridge	22225 Brown Avenue	Maple Ridge	V2X 8N6
School District No. 43 Coquitlam	550 Poirier Street	Coquitlam	V3J 6A7
School District No. 44 North Vancouver	721 Chesterfield Avenue	North Vancouver	V7M 2M5
School District No. 45 West Vancouver	1075 21st Street	West Vancouver	V7V 4A9
School District No. 46 Sunshine Coast	P.O. Box 220	Gibsons	V0N 1W0
School District No. 47 Powell River	4351 Ontario Avenue	Powell River	V8A 1V3
School District No. 48 Howe Sound	P.O. Box 250	Squamish	V0N 1L0
School District No. 49 Central Coast	Bag 130	Hagensborg	V0T 1H0
School District No. 50 Queen Charlotte	P.O. Box 69	Queen Charlotte City	V0T 1S0
School District No. 52 Prince Rupert	634 6th Avenue East	Prince Rupert	V8J 1X1
School District No. 54 Bulkley Valley	P.O. Box 758	Smithers	V0J 2N0
School District No. 55 Burns Lake	P.O. Box 2000	Burns Lake	V0J 1E0
School District No. 56 Nechako	P.O. Drawer 129	Vanderhoof	V0J 3A0
School District No. 57 Prince George	1894 9th Avenue	Prince George	V2M 1L7
School District No. 59 Peace River South	929 106th Avenue	Dawson Creek	V1G 2N9
School District No. 60 Peace River North	9803 102nd Street	Fort St. John	V1J 4B3
School District No. 61 Greater Victoria	P.O. Box 700	Victoria	V8W 2R1
School District No. 62 Sooke	3143 Jacklin Road	Victoria	V9B 5R1
School District No. 63 Saanich	2125 Keating Cross Road P.O. Box 2000	Saanichton	V0S 1M0
School District No. 64 Gulf Islands	P.O. Box 128	Ganges	V0S 1E0
School District No. 65 Cowichan	2557 Beverly Street	Duncan	V9L 2X3
School District No. 66 Lake Cowichan	P.O. Box 10	Lake Cowichan	V0R 2G0
School District No. 68 Nanaimo	395 Wakesiah Avenue	Nanaimo	V9R 3K6

School District No. 69 Qualicum	499 West Island Highway P.O. Box 430	Parksville	V9P 2G5
School District No. 70 Alberni	4690 Roger Street	Port Alberni	V9V 3Z4
School District No. 71 Courtenay	607 Cumberland Road	Courtenay	V9N 7G5
School District No. 72 Campbell River	425 Pinecrest Road	Campbell River	V9W 3P2
School District No. 75 Mission	33046 4th Avenue	Mission	V2V 1S5
School District No. 76 Agassiz-Harrison	P.O. Box 69	Agassiz	V0M 1A0
School District No. 77 Summerland	P.O. Box 339	Summerland	V0H 1Z0
School District No. 80 Kitimat	1515 Kingfisher Avenue North	Kitimat	V8C 1S5
School District No. 81 Fort Nelson	P.O. Box 87	Fort Nelson	V0C 1R0
School District No. 84 Vancouver Island West	P.O. Box 100	Gold River	V0P 1G0
School District No. 84 Vancouver Island North	P.O. Box 90	Port Hardy	V0N 2P0
School District No. 86 Creston-Kaslo	P.O. Box 250	Creston	V0B 1G0
School District No. 87 Stikine	P.O. Box 190	Dease Lake	V0C 1L0
School District No. 88 Terrace	3211 Kenney Street	Terrace	V8G 3E9
School District No. 89 Shuswap	P.O. Box 129	Salmon Arm	V1E 4N2
School District No. 92 Nisga'a	2500 Tait Avenue	New Aiyansh	V0J 1A0



BRITISH COLUMBIA SCHOOL DISTRICTS

APPENDIX #3

REVIEW OF SCHOOL DISTRICT MATERIALS

APPENDIX #3

REVIEW OF SCHOOL DISTRICT MATERIALS:

1. SCHOOL DISTRICT POLICY

ANALYSIS OF SCHOOL DISTRICT MATERIALS

CATEGORY #1: SCHOOL DISTRICT POLICY

School Districts submitting "Policy" materials (14):

- #1 Fernie - contract article: Section A: Article 23
- #2 Cranbrook - "Partners In Education" handbook
- #3 Kimberley - Special Services Policy
- #7 Nelson - Memorandum of Agreement
- #11 Trail - Policy 3610.7 (3/91)
- #12 Grand Forks - Policy No. P2635
- #18 Golden - Policy: 5060
- #19 Revelstoke - Special Teaching Assistant Services - Special Needs
- #24 Kamloops - Policy Memorandum
- #30 South Cariboo - Minute No.:17052, Policy No.:6002
- #55 Burns Lake - Policy (Standard Administrative Procedure)
- #60 Peace River North - Policy: Appendix
- #69 Qualicum - Teacher's Assistant Handbook (24/09/91)
- #88 Terrace - Policy: Special Services Assistant Guidelines, Collective Agreement

School District #1 Fernie [Teaching Assistant (TA)]

This policy document is entitled:

SECTION A: COLLECTIVE BARGAINING RELATIONSHIP

ARTICLE 23: TEACHER'S ASSISTANTS

This document:

1. details the "immediate direction and general supervision" role of the supervising teacher
2. outlines the hiring process including the need for rationale
3. calls for a team-based meeting to review expectations and functions prior to the TA undertaking assigned responsibilities
4. details the educational duties such as design, implementation and evaluation of student learning experiences as teacher directed in which the TA may participate
5. states that teachers shall not be required to formally evaluate TA
6. states that TA may not serve as alternative for qualified professional personnel
7. details TA whole class instructional assistance and supervision support

CATEGORY #1: SCHOOL DISTRICT POLICY

School District #2 Cranbrook [Paraprofessional, Child Care Worker (CCW)]
This document, submitted by Marion Hurd, Integration Coordinator, is entitled:
"Partners in Education" (Child Care Worker's Handbook)

This document was developed to act as a communication tool among the participating members of special education service delivery teams. The document has been ratified by the Cranbrook District Teacher's Association and the CUPE membership to give direction and clarification to the working relationship of special education service delivery teams in the district and in specific schools. The handbook is updated yearly to reflect current practice and in sections 1 - 5, gives an overview of service delivery in SD #2, as well as outlining the roles and responsibilities of the education partners. Sections 6 - 10 of the handbook provide documents such as personnel evaluation forms, specific to individual school settings, which are reviewed at orientation meetings with the Integration Coordinator. Finally, a general information section is included at the end of the handbook.

A listing of the table of contents reveals the extensive topics, procedures and documents contained within the handbook:

1. Student Service Delivery
2. School Based Teams
3. General Overview of Responsibilities
4. i) Roles and Responsibilities of Teachers, and
ii) Child Care Workers
5. Complimentary Nature of Child Care Workers' Roles and Responsibilities
6. i) Partners in Education Overview
ii) Partners in Education Working Relationships
iii) Evaluation of Child Care Workers
7. Inventory of Teacher's Classroom Needs
8. Policies and Procedures Checklist
9. i) Survey of Supervisory Style for Teachers
ii) Survey of Preferred Supervision for Child Care Worker
iii) Supervision Summary Sheet
10. i) Child Care Worker Evaluation
ii) Child Care Worker Self-Evaluation
iii) Yearly Evaluation Form for Child Care Workers
11. i) Teachers' Code of Ethics
ii) Ethical Considerations for Child Care Workers
12. Due Process
13. Professional Development

CATEGORY #1: SCHOOL DISTRICT POLICY

School District #2 Cranbrook (continued)

- 14. i) Child Care Worker Time Sheets
 - ii) Casual Time Sheets
 - iii) Request for Leave of Absence
- 15. i) Consultation Time
 - ii) Conferencing Integrated Model
- 16. Transportation
- 17. i) - iv) Layoffs, Bumping and Rehiring
 - v) - vii) Job Postings
- 18. i) & ii) Child Care Worker Job Description
- 19. i) & ii) Integration Coordinator Job Description
- 20. Map of Cranbrook
- 21. Directory of Schools

School District #55 Burns Lake (Teacher Assistant, Child Care Worker)

This policy document is entitled:

Standard Administration Procedures - Education Support Staff

In the introductory "Statement of Philosophy", this document describes the role of the teacher assistant as a support to the learning of students and to assist the school's professional staff. Teacher assistants are assigned to aid specific special education students as well as monitor the work of all students in integrated settings.

This document also details administrative procedure for teacher assistants and child care workers under the following headings:

- 1. Written Role Description - provided for each educational support employee
- 2. Educational Planning - teacher assistants participate in IEP composition
- 3. Record Keeping and Reporting - teachers and teacher assistants will develop methods for setting objectives, record keeping and reporting
- 4. School-Based Special Education Support Team Meetings - details the collaborative planning role of the school-based team, the scheduling of team meetings and the designation of extra hours for education support workers
- 5. Annual Review - mandatory annual review of education support workers by the school principal in conjunction with the Director of Instruction: Special Education
- 6. Layoff - education support workers are laid off each summer
- 7. Days in Session - education support workers may be asked to attend Pro -D days
- 8. Absence of Students - details education support worker assignments and responsibilities during student absence, short-term and long-term
- 9. Absence of Education Support Worker - planning and substitution details
- 10. Additional Resources - requests/questions regarding the role of education support workers are given to the Director of Instruction: Special Education

CATEGORY #1: SCHOOL DISTRICT POLICY

School District #60 Peace River North (Teaching Assistant, Personal Care Attendant)

This policy document is entitled:

Teaching Assistant/Personal Care Attendant Appendix

This document details the many employment conditions for these employees including salary schedule, Statutory Holidays, non-instructional days, benefit entitlements, TA assignments during student absence, one-on-one placements, new placements due to special circumstances and re-assignment of employees.

As well, this submission to the survey contained a letter from Ann McColl, Director of Special Services for the Peace River North District. In this letter the Director provides some historical and employment details for the district as follows:

1. 1982 - 28 TA/PCA employees; 1992 - 66 TA/PCA employees
2. There are no specific Board Policies relating to these employees
3. All TA/PCA's have the same Union status as other positions within the Union
4. TA/PCA layoff period is 18 months
5. There are no post-secondary training requirements for employment as TA/PCA

School District #88 Terrace [Special Services Assistants (SSA)]

This policy document is entitled: Special Services Teachers Manual, (pages 59 - 63)

This manual details a list of handicapping conditions in students requiring SSA care, stressing that different student needs are addressed at the elementary and secondary levels. The manual details the procedure for applying for SSA care and describes the affiliation with CUPE Local #2831 in the hiring process. Principals are responsible for the annual evaluation of the SSA employee. The manual describes the differences in Salary Scale I and Scale II, specifically mentioning a one-year diploma required for Scale II employment postings.

The manual also contains "Guidelines For Teacher Assistants" and provides details in the following sections:

- Section 1. Line of Authority
- Section 2. Duties and Responsibilities
- Section 3. Confidentiality
- Section 4. Appearance and Deportment
- Section 5. Working Hours
- Section 6. Professional Development
- Section 7. Timekeeping

CATEGORY #1: SCHOOL DISTRICT POLICY

School District #88 Terrace (continued)

As well, the submission from Terrace contained a letter from Andrew M. Scruton, Director of Instruction (Special Services) in which he states that the Special Services Teachers Manual (1988) is currently under revision and may be somewhat different in content when the revisions are complete. As well, he comments on the increase in district budgeting for Special Services Assistants, and compares the \$50,000 budget of 12 years ago to the current \$900,000 budget.

The Terrace submission also contains a copy of the current collective agreement between the District Board and the CUPE Local #2831. Consisting of 31 Articles, a Signature Page, Schedule "A" and four Letter(s) Of Understanding, this document details employment conditions for the CUPE Local #2831 membership.

Letter of Understanding No. 4 describes the Personal Care Allowance of \$.70 hourly in addition to the regular rate for care of Dependent Multiply Handicapped, Profoundly Handicapped and Autistic students, and lists the rigorous qualifications required for classification as Special Services Assistant II. All individuals not meeting the qualifications for Special Services Assistant II are categorized as Special Services Assistant I. As well, this document pre-dates the implementation of the employment classifications to September 1, 1989, thereby stressing the need for training and upgrading by long-term employees who may wish to advance in payroll category.

School District #69 Qualicum [Teaching Assistant (TA)]

This policy document is entitled: Teacher Assistant Handbook

The stated purpose of this document is to consolidate and discuss relevant employment topics of current interest to School District #69 and is directed at achieving a high level of consistency concerning procedures, standards and expectations. This extensive document details relevant issues in the following sections:

- I. Introduction
- II. Distribution
- III. Expectations
- IV. Revisions
- V. Communication
- VI. Training
- VII. Role
- VIII. Evaluation

CATEGORY #1: SCHOOL DISTRICT POLICY

School District #69 Qualicum (continued)

IX. Medical Procedures

X. Liability

XI. Assignment

XII. Contract

XIII. References

The Appendix of this handbook contains:

- job descriptions: Teacher Assistant, Child Care Worker and Noon Hour Supervisor
- the Ministry of Social Services and Housing handbook p. 65 - 67, which details issues relating to child abuse and neglect
- Article 37 of the CUPE Collective Agreement which details funding and attendance at professional development activities
- School District #69 (Qualicum) Special Education Handbook, which provides clarification of roles and procedures for communication and resolution of disputes
- Article A.17 of the Mount Arrowsmith Teachers' Association Collective Agreement, provides further clarification of roles and supervision of TA employees and states that use of TA employees in professional staff roles contravenes the collective agreement and is therefore grievable
- School District #69 Qualicum Policy #5085 which details district copyright policy
- ICBC letter regarding "driving at work" by TA employees
- Legal Liability Policy for TA employees
- Ministry of Education Circular #195: details volunteer vehicle use and insurance

A brief examination of the Index of the Teacher Assistant Handbook used in this school district provides a glimpse of the myriad of issues relevant to this employment position. Issues such as the following are indicative of the range of topics discussed:

- | | |
|------------------------|-----------------------------|
| -Alcohol and Drugs | -Assignments |
| -Communication Links | -Confidentiality |
| -Discipline | -Driving Students |
| -Evaluation | -Expectations |
| -Funding | -Health Issues |
| -Immediate Supervisor | -Job Descriptions |
| -Liability | -Line-Relationships - Staff |
| -Medical Procedures | -Meetings |
| -Off School Grounds | -Personnel File |
| -Physical Abuse | -Postings |
| -Revisions of Handbook | -Spares |
| -Special Equipment | -Training |

CATEGORY #1: SCHOOL DISTRICT POLICY

School District # 3 Kimberley [Special Education Paraprofessional (SEP)]

The letter from Pat Barclay, Director of Instruction, details some historical notes from District #3 on earliest record of employment for a parapro, so renamed in September, 1986 from "Child Support Worker" when there were eight employed in the district. As well, in 1992 a sub-local of CUPE 2091 formed by the local SEP employees negotiated its own contract and in 1992 - 93 there were 24 (19 full-time, 5 half-time) SEP employees.

The policy submission from District #3 details the philosophical intent of the district in "Services to Exceptional Students" (86-04-22) and under Regulations provides details for the following:

1. Goals of Special Programs and Services
2. Administrative Responsibility
3. Administrative Functions
4. Special Programs and Services Screening Committee
5. Criteria for Placement and Delivery of Services
6. Guidelines for Special Programs and Services

Other documents submitted are reviewed in Category #2: Employment Conditions.

School District #7 Nelson [Paraprofessionals (Parapros)]

This submission consists of a Memorandum of Agreement dated October 18, 1993 which details the following:

- | | |
|--------------------------------------|------------------------------------|
| 1. Term | 15. Personal and Educational Leave |
| 2. Contracts | 16. Substitute Call Out |
| 3. Association Membership | 17. Picket Line Protection |
| 4. Job Posting | 18. Confidentiality |
| 5. Benefits | 19. Appeal Procedures |
| 6. Benefit Summary | 20. Termination of Contract |
| 7. Insurance | 21. Professional Development |
| 8. Sick Leave | 22. Contract Distribution |
| 9. Accumulation of Unused Sick Leave | 23. Hours of Work |
| 10. Defamation of Character | 24. Evaluation |
| 11. Job Security | 25. Probationary Period |
| 12. Bargaining Support | 26. No Grandfathering |
| 13. Leaves of Absence | 27. Salaries |
| 14. Jury Duty | Signatures |

CATEGORY #1: SCHOOL DISTRICT POLICY

School District # 11 Trail [Teacher Assistant (TA), Paraprofessional]

This submission to the survey contained a business card and brief note from Dr. Fank Finney, Director of Student Services, a Teacher Assistant's Handbook (1990) and a Code of Ethics for Paraprofessionals. The Handbook details the vital role played by the TA in the instructional program developed by the teacher for students, provides direction for specific tasks performed by the TA, and discusses allocation, role, qualifications, some working conditions and evaluation.

Other documents submitted are reviewed in Category #2: Employment Conditions

School District #12 Grand Forks [Teacher and Student Assistant (TA)]

This Policy, No. P2635 (1988 06 14), briefly describes the vital role of the TA in classroom programs under the direction and supervision of the teacher who, "in conjunction with the building principal, clearly defines, in conference with the assistant, the job responsibilities of the assistant."

Other documents submitted are reviewed in Category #2: Employment Conditions.

School District #18 Golden (Child Aides)

In this extract from the district Policy Manual, Policy : 5060 Adopted: 1989-05-23, the board encourages child aide employees to attend Professional Development workshops organized by the Golden Teachers' Association to assist those employees in the efficient and knowledgeable performance of their duties.

Other documents submitted are reviewed in Category #2: Employment Conditions

School District #24 Kamloops [Teacher Assistant (TA)]

A letter from Ross C. Spina, Director of Instruction, notes the change in title from Teacher Aide to Teacher Assistant as of the June/93 Collective Agreement and a Memorandum dated August 26, 1993 details the specific needs of students requiring significant modification and individualization of educational programming and the employment positions allocated for those students.

Other documents submitted are reviewed in Category #2: Employment Conditions

CATEGORY #1: SCHOOL DISTRICT POLICY

School District #30 South Cariboo [Special Teaching Assistant (TA)]

Policy 6002 (1988.05) states the Board's belief in provision of specialized services for students with special needs, but also goes on to list factors such as a small school district and financial constraint as considerations necessary in the provision of specialized services to students. This policy states that the Superintendent and delegates are expected to develop programs and procedures with emphasis on:

- the identification of needs
- the development of programs and services to meet identified needs
- evaluation of the district services provided

Policy 6002 (1988.09) provides brief detail regarding Special Education under the following headings:

- District Programmes
- Referral
- Screening
- Assessment
- Staffing
- School Programmes
- Funding
- Evaluation

Other documents submitted are reviewed in Category #2: Employment Conditions

School District #19 Revelstoke [Special Teaching Assistant (TA)]

This policy document is entitled: Special Teaching Assistant Services - Special Needs, and it provides detail under the following titles:

- Purpose of Service
- Nature and Scope of Position
- Teaching Assistant Deployment Plan

As well, this submission contains an excerpt from "Strategies For Teaching" by G. Blalock, E. Polloway and J. Patton designating complementary duties for teacher and paraprofessional

Other documents submitted are reviewed in Category #2: Employment Conditions

APPENDIX #3

REVIEW OF SCHOOL DISTRICT MATERIALS:

2. EMPLOYMENT CONDITIONS

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #1 Fernie

1. Youth Care Worker (1992 04 27) - Position Title, Role Description, Specific Responsibilities, Supervision, Communications: A) Internal Contacts B) External Contacts C), Supervision Personnel, Difficulties, Qualifications: Two years university or college study relating to child care services and counselling.

2. Teacher Aide 1 (1984 09 21) - Job Title, Job Summary, Job Requirements and Conditions: Post secondary training related to the assignment will be required.

3. Teacher Assistant 1 (1993 10 01) - Position, Place of Employment, Hours of Work, Wage Rate, Duties, Qualifications: Graduation from Secondary School and post secondary training relating to the assignment will be required., Date of Notice, Closing Date, Additional Information.

4. Youth Care Worker (1993 06 01) - Position, Place of Employment, Hours of Work, Wage Rate, Duties, Qualifications: Two years university or college course work in areas relating to child care services and counselling is required., Date of Notice, Closing Date, Additional Information.

Also included in this submission is a signed letter of agreement between CUPE Local 2208 and School District #1 providing brief general comments under the titles Job Area, Hours of Work, Job Duties, Job Relationships.

School District #2 Cranbrook

1. Child Care Worker - Position, Duties and Responsibilities, Abilities Required.

Also included in this submission is:

Handout 3 - Survey of Supervisory Style for Teachers

Handout 4 - Survey of Preferred Supervision for Paraprofessionals

Handout 7 - Paraprofessional Evaluation Form

Handout 8 - Paraprofessional Self-Evaluation Form

Policies and Procedures Checklist

Daily Record Sheet (sample)

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #3 Kimberley

1. Special Education Paraprofessional - Job Title, Job Summary, Job Duties, Job Requirements: Training in a field related to the job duties involved in the work with the specific individual or group of special needs students., Job Relationships.

Also included in this submission is a letter to a successful job applicant detailing employment dates, location, mention of specific duties assigned by principal, reference to salary and benefits in board policy, and a request for written confirmation of acceptance of employment position.

In the submitted policy document entitled: Personnel Groups 1989 05 09, under "Regulations", Special Education Paraprofessionals are listed as part of the Educational Support Services personnel and #4. states that paraprofessionals' salaries will be based on 75% of the EA scale in the teachers' collective agreement, with a maximum of two experience increments allowed. The remainder of this document speaks to the other employment positions of Audio-Visual Technician, Noon-Hour Supervisors and Crossing Guards.

School District #9 Castlegar

1. Teachers' Assistant - Job Classification, Job Summary, Job Duties, Job Requirements: Grade 12, Special Education Assistant's Certificate, Early Childhood Education Diploma, Social Service Worker's Certificate or equivalent as determined by the employer., Job Relationship.

2. Child Care Worker - Job Classification, Job Summary, Job Duties, Job Requirements: Grade 12, Child/Youth Care Worker Diploma, Social Service Worker's Certificate or equivalent as determined by the employer.

School District #11 Trail

This submission includes a Paraprofessional Evaluation Report and a Code of Ethics For Paraprofessionals which is a general code of conduct to be used as a guide for paraprofessionals, regardless of diverse backgrounds, training and assignments. The code contains eleven statements of ethical guidance.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #12 Grand Forks

1. Special Education Assistant (Chance Funding) - Nature and Scope of Work, Illustrative Examples of Work, Required Characteristics and Abilities, Desirable Training, Knowledge, Experience: Some training at an introductory level (formal or informal) in child psychology, child-care and/or behaviour management.

2. Teacher's Assistant - Special Services - Function, Criteria for Special Service Assistant: Experience and/or training with exceptional children., Suggested Tasks, Duties and Responsibilities.

3. Rehabilitation Assistant - Program Structure, Job Description (Child Specific).

School District #14 Southern Okanagan

1. Special Assistant - Job Title, Responsible To, Job Summary, Job Duties and Responsibilities, Education: Completion of Grade 12, Successful completion of a recognized college level training program in the area of special education/special needs., Experience and Training, Skills and Abilities.

School District #15 Penticton

This submission contains a letter from Colin Madill which states there are no policies relating specifically to TA's and that job descriptions are brief and usually child-specific.

School District #18 Golden

1. Teacher Assistant - Classroom - Job Title, Job Area, Job Status, Hours of Work, Job Summary, Job Requirements: #6. Training and/or experience is desirable but not necessary., Job Relationship, Job Duties.

2. Teacher Assistant - Special Education (Program) - Job Title, Job Area, Job Status, Hours of Work, Job Summary, Job Requirements: #5. Must possess training or background (formal or informal) in at least one area of child psychology, child care, behaviour management or related fields., Job Relationship, Job Duties.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #18 Golden (continued)

3. Teacher Assistant - Special Education (Dealing with Students Requiring Individual Care) - Job Title, Job Area, Job Status, Hours of Work, Job Summary, Job Requirements: #5. Must possess training or background (formal or informal) in at least one area of child psychology, child care, behaviour management or related fields., #8. A diploma from a recognized Special Education programme is desirable., Job Relationship, Job Duties.

4. Teacher Assistant - Special Education (Dealing with Students Requiring Individual Care - Trainably Mentally Handicapped) - Job Title, Job Area, Job Status, Hours of Work, Job Summary, Job Requirements: #5. Must possess training or background (formal or informal) in at least one area of child psychology, child care, behaviour management or related fields., #8. A diploma from a recognized Special Education programme is desirable., Job Relationship, Job Duties.

School District #19 Revelstoke

1. Special Aides - Nature and Scope of Position, Illustrative Examples of Work, Required Characteristics and Abilities, Required Training, Knowledge and Experience: #1. Training at an introductory level (formal or informal) in child psychology, child care and/or behaviour management.

2. Special Assistant - Nature and Scope of Position, Illustrative Examples of Work, Required Characteristics and Abilities, Required Training, Knowledge and Experience: #1. Grade 12 plus completion of the Special Assistant Certificate Program.

School District #22 Vernon

This submission includes two job postings and attached Job Summary including a list of Duties and Responsibilities.

1. Teacher Assistant - Nature of Position, Required Knowledge and Education: Grade 12 preferred plus C.E.A. Certificate or equivalent, CPR Certificate, Job Summary, Duties and Responsibilities, Shift, Wage.

2. Personal Attendant - Nature of Position, Required Knowledge and Education: Grade 12 preferred plus C.E.A. certificate or equivalent, CPR Certificate., Job Summary, Duties and Responsibilities, Shift, Wage.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #22 Vernon (continued)

This submission also includes two charts outlining hiring procedures for internal applications and applications open to the public.

The chart for internal applications describes in brief detail the following steps in the hiring process:

Step 1 - Selection

Step 2 - Interview/Expectations

Step 3 - Confirmation

Step 4 - Finalize

The chart for applications open to the public describes in brief detail the following steps in the hiring process:

Step 1 - Selection

Step 2 - Interview

Step 3 - Reference Checks

Step 4 - Contact

Step 5 - Finalize

School District #24 Kamloops

1. Teacher Aide - Nature and Scope, Typical Duties, Abilities, Knowledge and Skills, Qualifications: Completion of Grade 12 supplemented by a minimum of one (1) year post-secondary training in area employed.

2. Teacher Aide - Specialized - Nature and Scope, Typical Duties, Abilities, Knowledge and Skills, Qualifications: Completion of Grade 12 supplemented by a minimum of one (1) year post-secondary training in areas employed supplemented by specific training in the intervention field required.

3. Child Care Worker - Nature and Scope, Typical Duties, Abilities, Knowledge and Skills, Qualifications: Completion of Grade 12 supplemented by completion of a minimum of two (2) years post-secondary training in area employed and/or equivalent combination of post-secondary education and related experience including specific training in behavioural management techniques.

4. Native Support Worker/Teacher Aide - Nature and Scope, Typical Duties, Abilities, Knowledge and Skills, Qualifications: Preferably Grade 12 supplemented by proven previous experience working with students in an educational setting and knowledge of Native culture, tradition and issues both historical and contemporary.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #24 Kamloops (continued)

This submission also includes a description of the hiring process as outlined:

1. Completion of application
2. Resumes and relevant documentation
3. Application Screening
4. Interview: The interview process includes a review of credentials, completion of problem solving exercise, written exercise, reference checks, criminal check, declaration of physical, emotional/psychological health in writing. As well, applicants are rated on the following criteria:
 - a. knowledge/skills training
 - b. past experiences working with children
 - c. confidence and poise throughout interview
 - d. communication skills during interview process
 - e. analytical skills displayed in response to situational problem solving
 - f. quality of written responses

School District #27 Cariboo-Chilcotin

Submitted by Dave Martin, School District #27

1. Teacher Assistant - Qualifications: Grade 12 graduation, Completion of Teacher Assistant Course preferred or equivalent training and experience., Specific Qualifications: lists specific disability-related skills such as Braille, signing, and knowledge in the care and feeding of severely handicapped students., Responsible To, Duties and Responsibilities, Evaluation.

School District #28 Quesnel

Submitted by Leanna Garner, District Associate Principle

In her letter, L. Garner describes the formation each fall of a Substitute Roster from which candidates for Student Support Worker vacancies are solicited if no successful candidate has been chosen through the process established in the Collective Agreement with the School Board employees union. The letter provides historical notes on the increase in Student Support staff, from ten in 1988 to the current approximately sixty positions. Consequently, all aspects of employment conditions, such as the enclosed Interview questions and job descriptions have been developed. Special Education Assistant Certification became a requirement for employment in 1992.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #28 Quesnel (continued)

This submission contains different sets of interview questions for two positions: Youth Care Workers and Ancillary Assistant. There are 26 questions in each set, covering a comprehensive range of topics. The questions relate to general educational issues and attitudes, and politely demand an accurate description of the candidate's skills in specific job-related areas.

1. Youth Care Worker - General, Characteristics, Qualifications: Grade 12 and post-secondary training and experience in the social sciences (e.g. child and youth care, social work, psychology)., Outline of Duties
2. Ancillary Assistant - General, Characteristics, Qualifications: Grade 12 or better. Post-Secondary training would be an asset., Outline of Duties.
3. Native Tutorial Assistant - General, Characteristics, Qualifications: Grade 12 or better. Post-Secondary training in special education, Native education, or related experience would be an asset.

School District #30 South Cariboo

This submission contains a sample job posting which lists:

Position

Location

Date Position To Be Filled

Hours Of Work

Rate Of Pay

Date Of Posting

Description Of Position: (working with visually impaired student)

Requirements Of Position: - must have experience working with Learning

Disabled/Visually Impaired student. - The successful candidate will have successfully completed the Teacher Assistant Programme.

School District #31 Merritt

1. Chance Worker - Nature and Scope of Work, Illustrative Examples of Work, Required Knowledge, Ability and Skills: Completion of at least a Grade 12 education., Required Licenses, Certificates and Registrations: Medical procedures training certificate.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #32 Hope

1. Child Care Worker - Department, Job Scope, Major Duties and Responsibilities, Qualifications and Experience: Secondary school graduation supplemented by specialized courses applicable to work situation or certificate or diploma from a recognized teaching college.

School District #33 Chilliwack

1. Teacher Assistant - Special Needs - Division, Reports To, Job Summary, Duties and Responsibilities, Equipment Used, Required Knowledge, Ability, Skills: High School Diploma or equivalent., Completion of a Conflict Resolution Course.

2. Teacher Assistant - Physical Needs - Division, Reports To, Job Summary, Duties and Responsibilities, Equipment Used, Required Knowledge, Ability, Skills: High School Diploma or equivalent., A valid Safety Oriented First Aid Certificate.

3. District Behaviour Facilitator - Division, Reports To, Job Summary, Duties and Responsibilities, Equipment Used, Required Knowledge, Ability, Skills: Bachelor of Arts Degree in Social Sciences or equivalent.

4. Braille Specialist - Division, Duties and Responsibilities, Tools and Equipment Used, Required Knowledge, Ability, Skills: A Braille Transcription Certificate and knowledge of Grade 12 Nemeth Science and Math.

5. Sign Language Specialist - Division, Duties and Responsibilities, Required Knowledge, Ability, Skills: Successful completion of a certified Interpreter's course.

School District #39 Vancouver

Submitted by Renata Paynter, Personnel Officer

In a letter R. Paynter listed the four classroom-based student aide positions and included a job description for each. As well, she commented on the current approximately 200 permanent term special education assistant positions which is double the number that existed a few years ago. She states that the Board expects to continue to experience growth in this employment area.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #39 Vancouver (continued)

1. Child Care Worker 1 - Nature and Scope of Work, Illustrative Examples of Work, Required Knowledge, Abilities, Skills, Desirable Training and Experience: University graduation, or college diploma in the behavioural sciences plus further training or sound experience in Child Care work or counselling; or an equivalent combination of training and experience., Required Licenses, Certificates and Registrations: Driver's license for the Province of B.C., Class 4 driver's license for the Province of B.C. (some positions)

2. Child Care Worker 2 - Nature and Scope of Work, Illustrative Examples of Work, Required Knowledge, Abilities, Skills, Desirable Training and Experience: University graduation in the behavioural sciences plus specific training and experience in counselling and working with children including kindergarten and primary school age children; or an equivalent combination of training and experience. Required Licenses, Certificates and Registrations: None.

3. Alternative Program Worker - Nature and Scope of Work, Illustrative Examples of Work, Required Knowledge, Abilities and Skills, Desirable Training and Experience: Completion of the twelfth school grade plus post-secondary education or training related to the applicable Alternative Program and some direct work experience with youths in a similar setting; or an equivalent combination of training and experience., Required Licenses, Certificates and Registrations: None.

4. Special Education Assistant - Nature and Scope of Work, Illustrative Examples of Work, Required Knowledge, Abilities and Skills, Desirable Training and Experience: Completion of Grade 12, supplemented by formal training in child care/development, behaviour management, and/or social sciences and some related experience working with intellectually/emotionally and/or physically disabled children or an equivalent combination of training and experience.

School District #42 Maple Ridge - Pitt Meadows

Submitted by Jacqueline Link, PhD., Director of Student Support Services

1. Teacher Aide - Job Title, Date, Location, Pay Grade, Job Summary, Supervisory Controls, Qualifications: Completion of a Teacher Assistant Training course desirable or equivalent training and proven experience in a related field., Major Duties.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #42 Maple Ridge - Pitt Meadows (continued)

2. Matron - Job Title, Date, Location, Pay Grade Job Summary, Supervisory Controls, Qualifications: Completion of an appropriate training course most desirable or an equivalent combination of training and proven experience in a related field.

3. Child Care Worker - Job Title, Location, Pay Grade, Job Summary, Supervisory Controls, Qualifications: a) A certificate in child care work. OR b) post-secondary training in the social services, such as education, psychology or social work. OR c) a successful and proven background and experience as a Child Care Worker., Duties.

School District #43 Coquitlam

Submitted by M.J. Melien, Personnel and Employee Relations Officer

A Memorandum dated January 26, 1993, lists prioritized selection criteria for Special Education Assistants (SEA): * Applicants with SEA certificates from community colleges, * Registered/psychiatric/practical nurses, * Applicant with Early Childhood Certificate, * Applicants with 30 credits of post-secondary training in related field and 6 months paid working experience, * Applicants with two years paid experience as a SEA in another district or institution with a partially completed SEA college certificate; and prioritized selection criteria for Youth workers: * Degree in Social Sciences (university), * 2 year diploma in Social Sciences/Childcare and the equivalent of two years paid experience working in this area.

Also included in this submission is a sample letter from Personnel to an unsuccessful candidate for a SEA position.

1. Special Education Assistant - Dated, Revised, Job Title, Summary, Duties, Other Related Duties, Required Knowledge and Skills: A related diploma from a recognized program or an equivalent combination of training and experience with special needs children in an educational setting., Desirable Qualifications: Sign Language and/or Bliss Symbolics, Braille

2. Youth Worker - Dated, Summary, Duties, Other Related Duties, Required Knowledge and Skills: University graduation in the behavioural sciences or a college diploma and an equivalent combination of training and experience in child care work. Desirable Qualifications: 5 years experience dealing with Native Peoples and experience dealing with Native Youths in an educational setting may be required for Native Support position.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #44 North Vancouver

1. Special Education Assistant - Nature and Scope of Work, Illustrative Examples of Work, Required Knowledge, Abilities and Skills, Desirable Training and Experience: Completion of the 12th school grade supplemented by training as a special education assistant or training in practical nursing and child care, and sound experience in related work or an equivalent combination of training and experience., Required Licenses, Certificates and Registrations: None.

2. Special Education Aide - Nature and scope of Work, Illustrative Examples of Work, Required Knowledge, Abilities and Skills, Desirable Training and Experience: Completion of the 12th school grade supplemented by training in psychiatric nursing, practical nursing or child care, and sound experience in related work or an equivalent combination of training and experience., Required Licenses, Certificates and Registrations: None.

As well, this submission includes a Performance Appraisal form used to evaluate special education aide/assistant employees.

School District #47 Powell River

1. Support Service Assistant - Class Title, Division, Function, Reporting Relations, Duties, Equipment, Required Training: Completion of a Special Education Teacher Assistant program from recognized post-secondary institution and/or the completion of a program in a related field from a post-secondary institution., Required Skills, Required Experience, Required Equipment, Desired Knowledge, Skills, Attitudes.

2. Special Education Teaching Assistant - General - Class Title, Division, Function, Duties and Responsibilities, Equipment Used, Required Training, Ability and Skills, Direction of Others, Authority, Desired Training and Experience: High school graduation supplemented by some post-secondary training in a discipline relevant to the tasks described; experience with children with learning problems, some knowledge of learning theory and/or developmental psychology.

3. Technology and Computer Support Assistant - Class Title, Function, Reporting Relations, Duties, Equipment, Required Training: Completion of some Special Education coursework and, Completion of a Pathfinder Learning System Training Course and a computer proficiency test., Required Experience, Desired Knowledge, Skills, Abilities.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #47 Powell River (continued)

4. Interpreter/Tutor - Class Title, Division, Function, Duties and Responsibilities, Required Training: Grade 12 graduation supplemented by completion of an appropriate diploma program in sign language from an approved college or vocational institution., Direction of Others, Authorities, Required Knowledge, Abilities and Skills, Required Experience.

5. Detached Worker (Rehabilitation) - Class Title, duties and Responsibilities, Working Hours/Days, Required Knowledge, Abilities and Skills, Direction of Others, Authority, Required Training: High school graduation. A child-care diploma or equivalent., Required Experience.

School District #55 Burns Lake

Submitted by John Barth, Director of Instruction, Special Education

In a letter J. Barth notes the growth in paraprofessional employment positions from 10.57 FTE in 1985/86 to the current 25 FTE. As well, the growth and development of district policy and documents is noted.

1. Teacher Assistant (Dependent Handicapped/Hearing Impaired Program) - Generic Teacher Assistant Role Description, Nature of Work, Training Education and Skills: Preference -a. Grade XII Graduation or GED, b. post-secondary training in education, special education, or in a related, helping profession field.

2. Teacher Assistant (TMH Program) - Generic Teacher Assistant Role Description, Nature of Work, Desirable Training, Education, and Skills: Preference - a. Grade XII Graduation or GED, b. post-secondary training in education, special education, or in a related helping profession field.

Also included in this submission is a document listing nine points of preparation for job interviews, a ten-question Support Staff Reference Check, a Screening Rating Guide used in interviews for the Teacher Assistant: Native Education Program employment position, a Screening Rating Guide used in interviews for the Teacher Assistant employment position, and an extensive document entitled "Performance Review Non-Teaching Staff" which contains the following elements: Personal/Employment Data, Guidelines for Conducting the Review, Quantity and Quality of Work Output, Adaptability, Attitude To Work - Cooperation, Personality, Work Habits, Supervisor's Overall Comments, Areas Requiring Improvement, Employee's Comments.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District # 60 Peace River North

In a letter Ann McColl, Director of Special Services, notes in 1982 there were 28 TA/PCA employment positions and in 1992 there were 66 TA/PCA employment positions. She also states there are no specific Board Policies relating to these positions, provides brief detail on layoffs and Union status regarding seniority, benefits etc., and states there is no post-secondary requirements for employment, but that when the local college offers training, graduates will be given employment priority.

The appendix (to Policy) reviews employment, salary schedule and placement details.

School District #61 Greater Victoria

This submission contains Duties and Responsibilities details for the employment position Special Student Assistant (24. points) and Youth Care Assistant (22 points). No other details are provided.

School District #69 Qualicum

Submitted by Tom Watson, Director of Instruction

1. Teacher Assistant and Noon Hour Supervision Aide - Position Title, Job Function, Reporting To, Illustrative Examples of Work, Required Abilities and Qualifications: 1. High School Graduation or equivalent. 2. Additional related training/course work. 3. Specialized training may be required (braille, signing up to interpreter level, restraining techniques).

2. Child and Youth Care Worker - Position Title, Job Function, Reporting To, Illustrative Examples of Work, Required Abilities and Qualifications: 1. A minimum of two (2) years College/University training. 2. A minimum of two College/University level Counselling courses.

The Teacher Assistant Handbook submitted contains extensive details on employment conditions as reviewed in Category #1.

CATEGORY #2: EMPLOYMENT CONDITIONS

School District #76 Agassiz-Harrison

In a letter submitted by Jim Latham, Superintendent of Schools, it is noted that development of policies and job descriptions is in progress, the district employs two District Child Care Workers and 12 Teacher Assistants; a substantial increase over the last 2-3 years.

1. District Child Care Worker - Title, Core Function, Duties, Qualifications: University graduation or College diploma in Child Care, Social Work or Behavioural Science., Salary, Assignment.

School District #81 Fort Nelson

1. Personal Attendant - Identifying Information, Position Summary, Major Duties and Responsibilities, Qualifications: 1. Secondary School Graduation.

2. Teacher Aide/Educational Assistant - Identifying Information, Position Summary, Major Duties and Responsibilities, Qualifications: 1. Secondary School Graduation.

School District #86 Creston-Kaslo

1. Teachers' Assistant - Special Education - Job Title, Job Summary, Job Requirements and Conditions: 1. Training or experience relating to the assignment will be required. The preferred training will be completion of a Special Education Assistant's Program., Job Area, Hours of Work, Job Duties, Job Relationships.

2. Child Care Worker - Job Title, Job Summary, Job Requirements and Conditions: Training and experience in the areas of child care counselling, substance abuse, behaviour management programs and parenting programs. The preferred training will be a minimum 2 years post-secondary education, preferably a college diploma or university degree., Job Area, Hours of Work, Job Duties, Job Relationships.

School District #88 Terrace

No job descriptions were submitted but Employment Conditions were reviewed in Category #1.

APPENDIX #4

SPECIAL EDUCATION ASSISTANT PROGRAM

EAST KOOTENAY COMMUNITY COLLEGE

- SPEDA 101 ASSIGNMENT SHEET

- STUDENT LETTERS

Allan R. Kimmel
ID #691155
November 21, 1993

RE: ED. 6000 Research Project - Paraprofessionals: School District Policy

Dear Dr. Winzer,

Please find enclosed the "Catalogue" of the survey materials received as of October 31, 1993. This catalogue represents a return on requests of 30.6% (23/75). A reading of the catalogue will show that of the materials received, very good examples of each category (Policy, Job Descriptions, Ethical Codes and Hiring Practices) have been submitted.

However, after my own examination of the materials submitted and a discussion with Mr. D. Craft, Director of Instruction, EKCC, I feel that another mail-out request for submissions is necessary in an attempt to increase the number of individual school district responses, and thereby increase the final validity of the provincial scope of the survey. Therefore I am requesting that you allow me to continue this research project into the next semester, with a completion date at the end of that semester.

The proposed second mail-out for submissions from individual school districts will occur as part of the required course work by SPEDA students for SPEDA 101. Students will be requested to compose their own letter of request for submissions to the survey by patterning their letter after the original written by Mr. D. Craft and myself, a copy of which will also be included in the student request package. The students will also assist in analyzing and categorizing submitted materials for the catalogue of the survey. I will complete the final comparative analysis of all materials received and mail the entire project results to you before the end of the upcoming semester.

I hope this request meets with your approval. I feel a second mail-out request is necessary to improve the provincial scope of the survey, and that SPEDA students will benefit through participation in this learning experience. We successfully completed a similar assignment with SPEDA students last year in a project which involved contacting 35 provincial physical and mental health organizations for organizational and programming information. As in that information request project, SPEDA students will be required to compose an effective and grammatically correct letter of request, analyze received materials and share received information with their classmates through an oral class presentation. I look forward to your response to my request!

Sincerely,

Allan R. Kimmel
Special Education Assistant Program
East Kootenay Community College

SPEDA PROGRAM SPEDA 101

ASSIGNMENT: GROUP PROJECT - SCHOOL DISTRICT POLICY RESEARCH

ASSIGNMENT DATE: JANUARY 4, 1994

ASSIGNMENT DUE: TO BE ANNOUNCED

Working in assigned groups, students will compose a letter of request for individual school district policy, job descriptions, ethical codes and hiring practices, modelled on the provided sample composed by Mr. Don Craft, Acting Vice-President and Director of Instruction, EKCC.

Each group will compose their own letter of request, then each student will mail a copy of their group's letter to an assigned school district(s). Each group will evaluate material received and presentation of that material as individuals to the SPEDA class will occur on assigned dates. All received material will be incorporated into the final research project paper composed by the SPEDA Instructor, in which credit to contributing students will be noted.

GROUP COMPOSITION:

Donnell, Barb, Laurie, Denise, Cheryl
Tammy, Sharon, Kathy Jo, Christine, Petra
Cindy, Theresa, Terina, Sandra, Tami
Judy, Shannon, Jessie, Lise

EVALUATION CRITERIA:

1. Group composition of error-free letter of request.
2. Letter content must be clear, effective and purposeful to maximize potential for school district response. (provide timeline for response)
3. Letter composition completed by Friday, January 7.
4. Effective, supportive group process in project completion.
5. Group analysis and individual class presentation of received materials.
6. In lieu of materials received from school district, analysis and class presentation of materials supplied from previously surveyed districts.
7. Instructor evaluation of letter and content.
8. Student/Instructor evaluation of analysis and class presentation.

15% of SPEDA 101 course content: 5% - letter

10% - presentation (5% Instructor, 5% peer evaluation)

CENTRAL FILES NO.

January 12, 1994

To The Director of Student Services:

As a student of the Special Education Assistant Program (SPEDA) at East Kootenay Community College in Cranbrook, I am involved with a data research project. I am seeking your assistance in obtaining information which pertains to board policy in your school district. This information will be used in a study being conducted by Mr. Allan Kimmel, Instructor.

I am specifically interested in obtaining information relating to any local school board policy or job description information from your district. The information I am seeking would relate to individuals who seek employment as Child Care Workers, Paraprofessionals, Student Aides, or Special Needs Assistants.

This research is being conducted under the direction of Dr. Margaret Winzer, author of the text **Children With Exceptionalities; A Canadian Perspective**. Dr. Winzer is presently a member of the Faculty of Education at the University of Lethbridge, and we use her book as our main text.

With your help I am hoping to compile a perspective of the chronological development of individual school district policy relating to paraprofessionals. I am primarily interested in whether your local board policy includes a comprehensive set of guidelines and job descriptions for this type of employee. I am also interested in how you conduct your interviews, your hiring process, and post-secondary training requirements for employment as paraprofessionals in your school district.

This requested information will form the basis for a new section in the SPEDA 101 course, "Education Issues and Organization." It will also be helpful to other school districts in British Columbia which employ individuals as paraprofessionals.

I would appreciate your efforts in compiling the requested information and forwarding it to me by February 15, 1994. Your participation would be greatly appreciated.

Please use the enclosed stamped self-addressed envelope to forward your district documentation.

Thank you,

Sincerely,
Student of SPEDA, EKCC.

AK/crd



*East Kootenay
Community College*

CENTRAL FILES NO.

Special Education Assistant Program
January 13, 1994

Dear Director of Instruction, Student Services,

I am a student currently involved in the Special Education Assistant Program at East Kootenay Community College. My instructor, Mr. Allan Kimmel, is conducting an in-depth study on school district policy regarding individuals employed as special education assistants, through the Faculty of Education Graduate Studies Program at the University of Lethbridge. Presently our class is involved in a follow-up assignment regarding the school board policy research.

In reference to a letter sent by Mr. Don Craft, Director of Instruction and Acting Vice-President, on July 23, 1993, I am continuing to seek any information you have available regarding those individuals who are classroom-based aides to students with exceptional needs. These employees of your school district are variously titled as Child Care Workers, Paraprofessionals, Student Aides, or Special Education Assistants.

Under the supervision of Dr. Margret Winzer, author of the text **Children With Exceptionalities; A Canadian Perspective**. Mr. Kimmel is developing a historical perspective of the chronological development of individual school district policy relating to paraprofessionals as board employees. The number of paraprofessional employees in school districts throughout BC has risen dramatically over the last ten years, and we would like to document this increase and examine your board policy regarding these employees.

The information compiled from school districts throughout the province will be used to form the basis for a new section in the SPEDA 101 course. Any information received concerning the hiring process, job descriptions, post secondary education requirements for employment as paraprofessionals and policy guidelines would prove beneficial to students entering this field.

In order to make this project successful, I request your response before February 15, 1994. Any information from your local school district policy in regards to Special Education paraprofessional employees would be greatly appreciated.

Thank you for your attention to this matter. I hope to hear from you soon.

Sincerely,

SPEDA Student, EKCC

AK/cd

CRANBROOK CAMPUS, P.O. BOX 8500, CRANBROOK, B.C. V1C 5L7, 489-2751

RESTON CENTRE, P.O. BOX 1978, CRESTON, B.C. V0B 1G0, 428-5332 INVERMERE CENTRE, P.O. BOX 960, INVERMERE, B.C. V0A 1K0, 342-3210

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*East Kootenay
Community College*

CENTRAL FILES NO.

Special Education Assistant Program
January 13, 1994

Attn: Director of Instruction, Student Services

As a student of the Special Education Assistant Program (SPEDA) at EKCC, under the instruction of Mr. Allan Kimmel, I am asking for your assistance in obtaining information which may exist as board policy within your school district.

Specifically, I would like to know what your policies are with regard to district employees designated as Child Care Workers, Paraprofessionals, Student Aides, or Special Needs Assistants. These policies may include job descriptions, interview and hiring process, post-secondary training requirements and the development of ethical considerations of child care worker, teacher and student interrelationships.

This information will be used as research data, which will form the basis for a new section in the SPEDA 101 course, Education Issues and Organization.

I would be grateful if you could respond to my letter by February 15th. Thank you in advance for your cooperation.

Sincerely,

SPEDA Student, EKCC

AK/cd

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*East Kootenay
Community College*

CENTRAL FILES NO.

Special Education Assistant Program
January 13, 1994

Attn: Director of Instruction, Student Services

As a student at East Kootenay Community College, I am taking part in the Special Education Assistant Program (SPEDA). Mr. Allan Kimmel is my Instructor; as part of his research in the Graduate Studies in Education Program at the University of Lethbridge, and with your assistance we are trying to acquire information that may exist within your school district as board policy.

In particular, I am interested in local school board policy or job description information pertaining to those individuals who are employed as classroom-based aides to students with special needs in your school district. The employment positions in question are Child Care Workers, Paraprofessionals, Student Aides, or Special Needs Assistants.

The research is being conducted under the direction of Dr. Margaret Winzer, author of the text **Children With Exceptionalities; A Canadian Perspective**. Dr. Winzer is currently a faculty member at the University of Lethbridge, and I will be using her text as my primary resource.

We are attempting to develop a historical perspective of the chronological development of individual school district policy relating to paraprofessionals as board employees. Classroom based child care worker positions have increased dramatically. Therefore I am interested in information pertaining to local board policy guidelines, interview and hiring process, post-secondary training requirements for employment and the development of ethical considerations of child care worker, teacher and student interrelationships.

A new section in the SPEDA 101 course, Education Issues and Organization, will be based on the research data we obtain. From the information provided, Mr. Kimmel will develop an academic review of the contemporary, chronological implementation by local school districts in British Columbia of classroom-based, formally trained, adult aides for children with exceptional needs.

I would appreciate any documentation used in your district as official policy or informal directive regulating hiring and employment practices of paraprofessionals. Upon request, the compiled data of our findings will be sent to you through our instructor, Mr. Kimmel, at EKCC.

I am required to complete the research and compile the data for Mr. Kimmel before February 14, 1994, so I urge you to respond at your earliest convenience.

Please find enclosed, a stamped self-addressed envelope to forward your district documentation to me.

I would like to thank you for participating in this research study.

Sincerely,

SPEDA Student

AK/cd

CRANBROOK CAMPUS, P.O. BOX 8500, CRANBROOK, B.C. V1C 5L7, 489-2751

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EDUCATION ASSISTANTS: SCHOOL DISTRICT POLICY

A RESEARCH SURVEY

BIBLIOGRAPHY

BIBLIOGRAPHY

- #1. THE ADMINISTRATION OF PROGRAMS FOR EDUCABLY RETARDED CHILDREN IN SMALL SCHOOL SYSTEMS**
Erdman, Wyatt, Heller
The Council for Exceptional Children, Huntington, Virginia, 1970
- #2. SUPPORT NETWORKS FOR INCLUSIVE SCHOOLING**
edited by William Stainback and Susan Stainback
Paul H. Brooks Pub. Co., 1990
- #3. COMPREHENSIVE ADMINISTRATION OF SPECIAL EDUCATION**
Richard S. Podemski, Barrie Jo Price, Tom E.C.Smith, George E. Marsh II
Aspen Systems Corp., Rockville, Maryland, 1984
- #4. PROFESSIONAL STANDARDS FOR PERSONNEL IN THE EDUCATION OF EXCEPTIONAL CHILDREN**
Professional Standards Project Report
Council For Exceptional Children, NEA, Washington, D.C., 1966
- #5. THE SPECIAL EDUCATION TEAM**
Stuart M. Losen, Joyce Garskof Losen
Alyn & Bacon, Inc., Newton, Mass., 1985
- #6. THE ROLE OF THE SPECIAL EDUCATION PARAPROFESSIONAL - AN INTRODUCTORY TEXT**
Greg H. Frith
Charles C. Thomas, Publisher, Springfield, Ill., 1982
- #7. POLICY AND MANAGEMENT IN SPECIAL EDUCATION**
Daniel D. Sage, Leonard C. Burello
Prentice-Hall Inc., Englewood Cliffs, N.J., 1986

LITERATURE SEARCH

Very little information of specific relevance to this research was found. A sample of texts reviewed in search of information relating to school district policy for paraprofessional employees revealed some generalized comments (reference to which follows) but the conclusion must be drawn that there is little, if any, literature currently available discussing this topic.

- #1. The Administration of Programs for Educably Retarded Children in Small School Systems - Erdman, Wyatt, Heller
 - no content related to the research topic
- #2. Support Networks for Inclusive Schooling
 - edited by William and Susan Stainback
 - refers to school district policy only in terms of the school administration reflecting an inclusive practice to match "existing" (but undescribed) school district policy
- #3. Comprehensive Administration of Special Education
 - Podemski, Price, Smith, Marsh
 - a very extensive look at education administrative responsibilities and structures, but no content related to research topic
- #4. Professional Standards For Personnel In The Education Of Exceptional Children
 - Professional Standards Project Report - NEA
 - no content related to research topic
- #5. The Special Education Team
 - Stuart and Joyce Losen
 - in Chapter 9, "Relations With School Boards", the authors suggest that the quasi-legal school teams should work in an atmosphere of compromise with the legal school board and its policies - no description or samples of this policy are given
- #6. The Role of the Special Education Paraprofessional - An Introductory Text
 - Greg H. Frith
 - this text provides very general references to American state education policy in relation to certification, training, employment figures and responsibilities relating to the paraprofessional employee
 - while not providing specific examples of policy, this text does provide some validity to the four types of policy categories used in this research survey as it mentions that state education policy in each of the four categories should exist and should provide direction and guidelines for paraprofessional employees

#7. Policy and Management in Special Education

- Sage, Burello

This text was of great assistance in providing some understanding of the process of school district policy development and implementation. Although it did not discuss specific school district policy relating to the paraprofessional employee, this text was most helpful in providing other information relating to the research topic:

- teacher's unions are against school district special education inclusion policies unless proper training of teachers and adequate support services are provided for teachers in their delivery of educational programs to exceptional needs students
- beginning in the early 1950's groups such as the National Association of Retarded Children (now "Citizens") began to lobby for school district policy change and implementation to meet the expressed needs of that national lobby
- the Association for Children with Learning Disabilities (ACLD, 1963) is another example of a special interest group lobbying school districts and local and national education institutions to develop and implement policies specific to the expressed needs of the particular group
- parents and parent-groups have become very active and very successful in lobbying for school district policy specific to the expressed individual or group need
- peer-group trainers are necessary for special education support workers
- special education policy should be developed in two stages: 1. Critical policy must be developed and implemented. 2. Other policy is developed as needed.
- the focal point of school district policy is on the student's involvement with the system and on the development of personal, institutional and program applications of the district policy
- policy is embedded in a value that the school district and its education policy makers must confront

This last point is crucial in that it gives some theoretical legitimacy to the confrontational demands of special education teachers and the parents of special education students. They have demanded inclusion in regular classrooms of exceptional needs students regardless of teacher, school, system or societal resistance. These advocates of inclusion policy have made a value decision and worked hard as agents of implementation through the creation of school district policy to the development of appropriate classroom practice.