

Procedure Title	Educational Assistant Deployment		
Date of Issue	April 6, 2005	Related Policy	
Revision Dates	September 14, 2011; February 13, 2013; September 10, 2014; January 19, 2022	Related Forms	
Review Date	January 1, 2027	Originator	Administrative Council
References			
Policy and Program Memorandum #81 "Provision of Health Support Services in School Settings"; Bluewater District School Board Special Education Plan			

1.0 RATIONALE

- 1.1 To provide a consistent procedure for the deployment of educational assistant support for each school year and a procedure for allocation of additional educational assistant support needs during the school year.
- 1.2 It is recognized that Bluewater District School Board has students who are in need of intensive support based on safety/supervision, medical and physical needs. These students require additional support to take advantage of their right to attend school and to access school programming.

2.0 STATEMENT OF PRINCIPLE

- 2.1 The Bluewater District School Board Special Education Plan states:

Educational assistants are paraprofessionals who perform prescribed duties under the direct supervision of a qualified teacher. Educational Assistants may be assigned either to assist in a special education classroom/program or to support the programming for a particular student or group of students.

Educational assistants are assigned based on the safety, supervision, medical, and physical needs of a particular school and/or area of schools, with the administration responsible for assigning specific duties. Criteria for assigning educational assistants are based on the needs of the students in the school or area of schools and program needs of the system.

3.0 PROCEDURE

The following procedure outlines the process to be followed to allocate educational assistants when a student is identified as requiring intensive support.

3.1 Annual Educational Assistant Allocation

- 3.1.1 The school-based administrator shall provide to the system special education lead teacher (SSELT) information about students requiring intensive support based on current school needs and enrolment projections for the next school year.
- 3.1.2 The SSELT, in consultation with the learning services administrator – student support, or designate, will make recommendations based on school visits, current program planning, placement planning,

and scheduling of support regarding the full-time equivalent educational assistant needs for each school in their area.

3.1.3 The superintendent of education responsible for special education will approve the final allocation of educational assistants (FTE) to schools in the district.

3.1.4 The staffing supervisor will support the process of placement of the educational assistants based on the staffing process governed by the current educational support professional collective agreement.

3.2 In-Year Additional Educational Assistant Allocation

3.2.1 All requests from school-based principals for additional educational assistant support should be directed through the SSELT.

3.2.2 Information essential to address deficits in Educational Assistant allocation:

- a) School administrator(s) identify gaps in support and possible solutions to meet current safety/supervision, medical and/or physical needs
- b) Identification of strategies already tried to remediate issues
- c) Summary chart outlining current FTE for special education staff in school i.e. learning resource teacher, developmental learning teacher(s) (if applicable), behaviour resource teacher (if applicable), educational assistants, child and youth worker (if applicable)
- d) Educational assistant timetables including start and end times, breaks, lunch, supervision schedule, and names of students being supported
- e) Student timetables, student groupings, school organization or class lists identifying student locations as appropriate

3.2.3 The SSELT, in consultation with the learning services administrator – student support, will make recommendations based on student need and scheduling of support with approval of the superintendent of education responsible for special education.

3.2.4 The learning services administrator – student support will forward the approval for additional staff to the school principal, the SSELT, the staffing supervisor, and the superintendent of education responsible for special education.

3.2.5 The staffing supervisor will support the process of placement of the educational assistant based on the staffing process governed by the current Educational Support Professional collective agreement.

3.3 In-Year Reduction in Educational Assistant Allocation

3.3.1 If a surplus in educational assistant staffing is identified by school-based principal, the SSELT and learning services administrator- student support will be notified. There are times when the SSELT and/or learning services administrator- student support will initiate a conversation with the school-based administrator about potential surplus EA staffing in schools based on changing need(s).

3.3.2 The learning services administrator - student support will review needs in all surrounding schools. If there is a need in another school, the staffing supervisor will provide direction that is in alignment with collective agreement to move staff.

APPENDIX A**Guiding Principles Regarding Educational Assistant Deployment**

Bluewater District School Board provides educational assistant support for students who have intensive needs based on safety/supervision, medical and physical needs. These students require additional support to take advantage of their right to attend school and to access school programming. An educational assistant is responsible to the school principal to provide medical, physical, and safety/supervision support to students with intensive special education needs in elementary and secondary schools. Educational assistant tasks will include toileting, lifts, transfers, assistive technology, classroom programs as outlined by classroom teachers, learning resource teacher (LRT), and administration. The following provides clarification about what is meant by safety/supervision, medical and physical needs:

Safety and Supervision

- students who are a danger to self or others (during academic programming periods and/or non-academic periods)
- students whose behaviour interferes significantly and on an on-going, consistent basis with learning of self and others requiring development of Strategies for a Successful Day and/or a Positive Behaviour Safety Plan
- students requiring support for transitions, appropriate social interaction, and emotional regulation personal management skills to foster independence

Medical

- medical conditions requiring monitoring to ensure health and safety of student (e.g., diabetes, muscular dystrophy)
- administration of medication required at school
- health procedures as defined by PPM 81 (e.g., catheterization.)
- physiotherapy and/or occupational therapy programming and supports, as prescribed by a health care professional/therapist, to address significant student need and support access to school program and environment (in many cases these students would not be able to attend school safely without these supports being in place e.g., chest physiotherapy)

Physical

- mobility related to safe access to school property and other educational settings (e.g., negotiation of stairs or lift for a student with a physical challenge)
- lifting, transferring, and positioning
- toileting and personal care
- feeding
- blind and low vision
- deaf and hard of hearing
- physical access to school environment (classroom and non-classroom settings)
- physiotherapy and/or occupational therapy programming and supports, as prescribed by a health care professional/therapist, to address significant student need and support access to school program and environment (in many cases these students would not be able to attend school safely without these supports being in place, e.g., use of a stander)

NOTE: Students requiring this level of support will be included on the inventory of intense special education needs developed, updated, and reviewed regularly by the system special education lead teacher in collaboration with the school administrator(s) and learning resource teacher.