The Chignecto-Central Regional School Board believes that some settings may require an educational assistant(s) to provide services and support to some physically/cognitively challenged and/or behaviorally disordered students, their teacher(s), and/or other support staff.

Accordingly, the Board expects the Superintendent of Schools (or designate) to prepare, implement and monitor administrative procedures to ensure that educational assistant services are administered per the guidelines outlined in the Chignecto-Central Regional School Board Educational Assistant Handbook.
EDUCATIONAL ASSISTANTS

POLICY #ES-SS-02

ADMINISTRATIVE PROCEDURES

Authorization These Administrative Procedures have been authorized by the Superintendent of Schools to ensure effective implementation of Policy #ES-SS-02, educational assistants.

Scope Policy #ES-SS-02 and these Administrative Procedures apply to Student Services staff and all school Principals.

Responsibility It is the responsibility of the Director of Education Services to ensure that Procedure #ES-SS-02 and these Administrative Procedures are implemented.

Implementation Policy #ES-SS-02 and these Administrative Procedures shall be implemented by each school Principal, and/or the Coordinator of Student Services.

Basic Principles . . .

1. The criteria for assigning educational assistants is the following:
   * physical care of special needs students;
   * support for professionally diagnosed severely behaviorally disordered students; and/or
   * instructional/learning support for some cognitively and sensory challenged students in an "inclusive" setting.

2. All reasonable alternatives for student support are to be explored prior to the assignment of an educational assistant.

3. There is a planned and coordinated process for requesting and assigning educational assistants.

4. Educational assistants assist staff in helping special needs students acquire skills for independence.

5. Educational assistants are assigned to a school to assist in meeting the needs of selected students; they are not assigned to students.
6. Assignment of educational assistants is normally short-term.

7. Educational assistant assignments are reviewed regularly and reassigned or terminated as needs dictate.

8. Educational assistant job-performance is regularly evaluated.

**Procedures**

1. Each school Principal shall ensure that school staff are aware of Policy #ES-SS-02 and these Administrative Procedures.

A. **Determining the Need for educational assistant Service** . . .

2. The school Principal, in consultation with school staff, parents and other agencies (as appropriate) shall identify a student(s) who may need the services of an educational assistant.

3. The school Principal shall:
   a) discuss identified need with Student Services Staff;
   b) compile all relevant documentation on the identified student; and,
   c) prepare and submit to the Coordinator of Student Services a letter of request (including documentation) for educational assistant service including:
      • summary of need
      • outline of goals (short/long-term) for service
      • estimate of hours (daily) of service required
      • description of proposed assignment and schedule for service
      • relevant and current data on student(s) needing the service

4. The Coordinator of Student Services shall:
   a) review request(s) for educational assistant;
   b) discuss request with the Principal (other school and Student Services staff as appropriate);
   c) approve, amend or deny request (in writing)
B. Assignment of educational assistant Service . . .

5. If request is approved, the **Coordinator of Student Services** shall:
   a) notify the Human Resources Division re position requirements, posting, recruitment process, etc.,
   b) notify the school Principal re the hiring process, interviews, etc.,

6. The school **Principal** shall:
   a) review all applications for position;
   b) check seniority, references and previous job performance;
   c) short-list candidates (in consultation with Student Services);
   d) interview short-listed candidates; and,
   e) recommend preferred candidate to Coordinator of Student Services and Coordinator of Human Resources.

7. Once the position is filled, the **Principal** shall:
   a) review the position and responsibilities with person employed (and staff/parents as appropriate);
   b) complete the educational assistant Information form (Appendix B-1 of educational assistant Handbook);

C. Supervision and Evaluation of educational assistant Service . . .

8. The **Supervising Teacher** shall:
   a) direct the educational assistant’s activities on a daily basis;
   b) report to Principal as required; and,
   c) provide input to the Principal regarding the evaluation of the educational assistant.

9. The school **Principal** shall:
   a) meet regularly with educational assistant and supervising teacher to review educational assistant job functions and educational assistant effectiveness;
b) complete, in consultation with the supervising teacher, written evaluation of educational assistant performance (per educational assistant Handbook, Appendix B-2) within 90 days of assignment;

c) provide a copy of evaluation report to the educational assistant, supervising teacher and Coordinator of Student Services;

d) complete, in consultation with the supervising teacher, an annual evaluation report (per educational assistant Handbook, Appendix B-2) on each educational assistant assigned to the school;

e) provide a copy of evaluation report to the educational assistant, supervising teacher and the Coordinator of Student Services prior to May 1 of each school year; and,

f) prepare and submit to the Coordinator of Student Services (prior to May 1 of each year) a recommendation regarding continuation of, changes to; and/or termination of educational assistant assignment.

10. The Coordinator of Student Services shall:

a) receive and review all supervision/evaluation reports;

b) discuss any job performance concerns with the Principal; and,

c) initiate any other action as required.

D. Annual Complement of educational assistants . . .

11. Prior to May 1 of each school year the Coordinator of Student Services shall:

a) require each Principal to submit a request regarding his/her school's educational assistant needs for the next school year, including:

- number/names of students requiring educational assistant service (as per criteria) by completing Appendix C in educational assistant Handbook
- a summary justification of the school's need for service
- the number of hours (per day) of service required
- recommendations regarding personnel, scheduling, etc.;
b) review all principal requests;
c) consult with Principals, Family of Schools Supervisor and Student Services staff as appropriate;
d) prepare and submit a report to the Director of Education Services including:
   - number of students (per school/family) requiring educational assistant services for the next school year
   - the number of service hours (per day) required for each family of schools
   - a costing of the recommended level of service

12. The **Director of Education Services** shall:
   a) review the report in 11 d) above;
   b) consult with the Coordinator of Student Services regarding the report;
   c) prepare/present recommendation(s) to RST regarding educational assistant service complement and cost for the next fiscal year; and,
   d) subsequent to Board budget decisions, advise the Coordinator of Student Services of the educational assistant budget allocation for the next fiscal year.

E. **Regional Deployment of educational assistant Complement . . .**

13. Prior to June 15 of each school year, the **Coordinator of Student Services** shall:
   a) review all educational assistant assignments for the current school year;
   b) review all school requests for service for the next school year;
   c) prioritize the service needs for the next school year (per school requests and service criteria in handbook);
   d) deploy service complement to schools;
   e) advise Principals re complement for next school year;
   f) advise Human Resources Division and Finance Services of service deployment for next school year;
   g) assist Principals with in-school deployment of school service complement; and,
   h) hold in abeyance sufficient resources to meet needs determined subsequent to June 1.
14. Prior to October 15 of each school year, the Coordinator of Student Services shall:
   a) review all educational assistant allocations and assignments;
   b) consider request/needs for additional service (per September enrolments and changed circumstances in schools . . . e.g. new students requiring service, transfers, etc.);
   c) consult with Student Services staff and Principals regarding deployment of school and regional complement;
   d) confirm and/or amend school complement of service and deployment;
   e) advise Human Resources Division and Finance Services of changes to complement and deployment; and,
   f) prepare and submit to the Director of Education Services a summary report of regional deployment of educational assistant service for the current school year.

15. The Coordinator of Student Services shall consider, review, prioritize and respond to requests for educational assistant service throughout the school year within any remaining unassigned educational assistant complement.

Distribution All Policy and Procedure Manual holders
As school Regions move towards the goal of inclusive schooling, the support services that are designed to meet students' diverse educational needs must be coordinated to ensure a quality approach to service delivery. While the teacher has the primary responsibility for planning, programming, teaching, evaluating and reporting for all students in the class, educational assistants are among the human resources that may be available to assist and support teachers in meeting the special needs of students.

The provincial Special Education Policy Manual, 1996, requires that Regional Boards develop and maintain written policy and procedures to ensure that programming and services are designed for students with special needs.

This handbook outlines practices consistent with provincial and Regional policies. The purpose of this locally-developed document is to provide direction to schools regarding educational assistant support.

The allocation of educational assistant time is administered by the Coordinator of Student Services (or designate). Educational assistants are responsible to the principal of the school and work under the immediate direction of the teacher(s) to whom they are assigned.

Program planning for students with special needs must address their need to acquire skills for independence. Therefore, students with special needs will normally receive assistance from different educational assistants just as they do from different classroom teachers throughout their schooling. Depending on the needs of the student there can exceptions to this process.

Educational assistants can also serve as a resource to a complete class in support of inclusive practices.
- CRITERIA FOR ASSIGNING EDUCATIONAL ASSISTANT SUPPORT -

**Determined on an Individual Basis**

* **Instructional / Learning Support**
  
  - for students who are severely cognitively challenged, i.e. Full Scale IQ 65 or under
  - may include such conditions as Autism, PDD, Down’s Syndrome, GDD.

* **Physical Care**
  
  - certain medical procedures: e.g. Catheterization, tubal feeding, suctioning, asthma machine (lower elementary), diabetes check (lower elementary)
  - toileting
  - eating / dressing
  - mobility / wheelchair
  - sensory impairment

* **Behaviourally Disordered Support**
  
  - students who cannot remain in a school setting without the support of an educational assistant because they are a safety concern to themselves and/or others
  - must have ongoing Student Services and/or outside agency support / communication
  - priority will be giving on basis of age – “the younger the child, the greater the need”

**Note:** These criteria are not in priority order. Obviously, there could be extreme need or mild need in any of the three areas.
- QUALIFICATIONS OF EDUCATIONAL ASSISTANTS -

Requirements for the role of an educational assistant include a specified minimum level of formal education, good health, and certain personal qualities and technical skills. In addition to the general qualifications, specific school assignments may require further particular training and/or skills.

**Formal Education**

- High School Diploma or equivalent
- Minimum one year of relevant post secondary training
- Additional courses and/or workshops in personal care
- Relevant personal experience

*Note:* In the event Chignecto-Central Regional School Board cannot hire Educational Assistants with the qualifications listed, the Board may substitute the qualifications outlined in the Provincial Educational Assistant Guidelines.

**Health**

As duties often include personal and physical care, applicants must have good total physical health.

**Personal Qualities**

Applicants must demonstrate their ability to meet the expectations outlined in the section “Educational Assistant Expectations”.

**Technical Skills**

Applicants should have current certification in CPR, First Aid and non-violent crisis intervention.

**Other Training and Experience**

Experience and demonstrated ability in dealing with children / youth will be expected. Specific assignments may dictate the need for other training / experience such as health / physical care, emotional / behavioural problems, child care, signing, community support and/or the use of assistive technology.

*Note:* All new applicants must submit to child abuse register.
- RESPONSIBILITIES AND EXPECTATIONS OF THE EDUCATIONAL ASSISTANT -

Educational Assistants are responsible for the support of students with special needs. They are responsible to the principal of the school and work under the immediate direction of the teacher(s) to whom they are assigned.

The educational assistant works within the framework of the job description and assignment and makes decisions only within that framework. Educational assistants are responsible for personal care activities, student safety and academic assistance as assigned to them.

The duties of educational assistants are primarily carried out within the regular classroom setting, e.g. students are generally not removed from that setting except when personal care needs are being met.

EDUCATIONAL ASSISTANT EXPECTATIONS

Professional Behavior

*Educational Assistants are expected to:*

- promote an atmosphere of respect for students and adults;
- demonstrate ethical behaviour;
- demonstrate responsible behaviour towards attendance and work schedule;
- address conflicts with teachers at the classroom level first, school level second, and school Region level third;
- participate in in-service activities as requested;
- work cooperatively as a member of a school team;
- make a positive contribution to the school’s functions and activities;
- be knowledgeable of and follow Board policies and procedures, in particular, those dealing with confidentiality, human rights, cross-cultural understanding, discipline, harassment, communication and students with special needs;
- complete other related paperwork as may be required;
- attend and participate in case conferences as requested by the principal;
- refer all inquiries and concerns about the student to the supervising teacher, and to the principal if so directed; and,
- keep all relevant certifications current.
Rapport with Students

*Educational Assistants are expected to:*

- demonstrate an understanding of fostering independence within special needs students;
- demonstrate rapport with students;
- show enthusiasm when working with students; and,
- treat students in a respectful, responsible and fair manner with due consideration to students’ physical, social and psychological development.

Support for Instructional Program

*Educational Assistants are expected to:*

- assist students in following programs, strategies, exercises and materials identified / developed and introduced by the teacher;
- assist the teacher(s) in the preparation of material;
- provide feedback to the supervisory teacher on his / her observations of students; and,
- accompany students to and from community-based programs and provide support within these programs, as necessary.

*Educational Assistants are not given responsibility for:*

- planning and initiating learning activities; for example, developing specific lesson plans, selecting learning materials, designating learning activities;
- designing or implementing evaluation of students’ work or assessment of student progress;
- substitute teaching;
- evaluating professional and non-professional staff;
- evaluating school programs;
- reporting to parents and agencies independent of the supervising teacher and/or team; and,
- accessing of recorded information on student cumulative record cards or confidential files.
The specific duties of an Educational Assistant are varied. While no list would ever be complete, below are some examples of tasks that Educational Assistants might perform. These have been grouped under general headings.

(1) **Physical Care**
- lift and position students whose physical challenges prevent them from doing so themselves;
- take designated students to washroom and/or provide toileting assistance;
- change diapers on children who are not toilet-trained, as well as assist in the toilet-training of such children;
- change sanitary pads when necessary;
- assist during washing of hands and face, brushing of teeth, combing hair, etc;
- assist with dressing and undressing of students;
- feed children who are unable to feed themselves;
- assist student(s) with prescribed therapies: occupational, physiotherapy; and, 
- occasionally educational assistants are assigned to students who have medical conditions which require some care. Responsibility for medical procedures rests with the principal who follows Board and NSTU guidelines.

(2) **Facilitate participation by special need students in classroom, playground and other activities**
- accompany and assist students to / from / in gym, library, music and other classes when necessary;
- assist students in gross-motor activities as well as other recreational activities;
- assist in reading / storytelling activities;
- assist student(s) to participate in classroom / school routines;
- assist teachers in the administration of oral tests and assist students in test taking situation;
- assist students in leisure and recreational activities which are part of the curriculum;
- tell and read stories to individuals, groups or classes and listen to students read;
- help student(s) locate research and reference materials suggested by teacher;
- restate instruction to student(s) when required;
• provide models or examples of questions for student(s);
• provide opportunities for interaction and discussion;
• provide cues and prompts;
• help student(s) organize their written assignments;
• assist student(s) with computer or use of other school equipment; and,
• participate in field trips and assist students during co-curricular activities such as bowling, swimming pool, skating, skiing, etc.

(3) Support increasingly independent activities by special needs students
• assist students in specific activities such as training in housekeeping chores, etc., and other “hands-on” activities;
• help student(s) with study and organizational skills;
• accompany the student, if required, to work experience site(s), and under the guidance of the classroom teacher and the on-site work supervisor, assist the student with any needs / adjustments relating to the changes of the location / learning environment; and,
• check that students complete tasks and meet deadlines.

(4) Provide support to students with emotional and/or behavioural needs
• assist teachers in implementing programs for emotionally and behaviourally disordered students;
• in all areas and at all times be aware, as much as possible, of student’s emotional needs and the need to provide positive feedback;
• monitor student behaviour; and,
• assist in specific aspects of the behaviour modification plan (i.e. consequences) as prepared by educators or other specialists.

(5) Other
• perform such tasks as may, from time to time, be assigned by the teacher, school principal or the Coordinator of Student Services.
The teacher’s responsibility is to:

- recognize that an educational assistant is assigned to the class because of the presence of a child or children with special needs;
- design the program and set annual and specific outcomes for the student;
- maintain regular communication with the educational assistant through documentation (e.g. communication book, log book), regular meetings for collaborative monitoring, or ongoing discussion;
- be responsible for communication with the families of all children in the class; this may include an individual communication notebook or checklist signed by the teacher;
- ensure confidentiality; files regarding the student are not to be accessed by the educational assistant; information may be shared by the teacher with the educational assistant as required;
- where appropriate, make every effort to ensure that the educational assistant support for students takes place within the classroom;
- maintain responsibility for the assigned student(s) at all times;
- ensure that the educational assistant is never left with the sole responsibility of the student(s) if the teacher must leave the building;
- receive and assess all educational assistant concerns regarding the child or children to which he/she is assigned; any major concern must be relayed by the teacher to the principal;
- provide input regarding the supervision and evaluation of the educational assistant;
- plan for and promote student independence;
- inform educational assistants of classroom procedures and rules, and methods of classroom management;
- discuss and clarify, in collaboration with educational assistants, specific job functions based on the needs of the student(s);
- document identified job functions that are in accordance with the educational assistant’s job description and ensure that the principal has a copy of the job function; and,
- inform the school principal when the student(s) whom the educational assistant is supporting is absent so that the educational assistant’s schedule can be adjusted.
- RESPONSIBILITIES OF THE PRINCIPAL -

The principal is expected to:

- establish, with assistance from Student Services, the educational assistant specific responsibilities and schedule within the first weeks of employment each year; submit a copy of the educational assistant Information Form (TA-01-02) to the appropriate Consultant;

- in consultation with the Student Services Consultant, short list, interview and recommend applicants for posted educational assistant positions;

- review the Educational Assistant Handbook with the teacher and educational assistant to ensure they understand their roles;

- by March 15 supervise and submit annual supervision reports re: the educational assistant to the Student Services Consultant and provide a copy to the Educational Assistant;

- report the specific number of work hours on the time sheets and send to the Finance Department; ensure educational assistants work no less than the minimum work hours as established by the Region and/or as described in the Collective Agreement;

- assign alternate duties to the educational assistant on a short term basis, if the family has not notified the school of the child’s absence;

- address any concerns re: an educational assistant to the Student Services Consultant;

- arrange for substitutes, when necessary; (only substitutes from lists made available from Student Services may be used);

- determine whether an educational assistant should attend any portion of a case conference;

- inform Student Services Consultant of the arrival or departure of any new students with exceptional needs (assistance in feeding, mobility, toileting or other exceptional needs which may impact on Educational Assistant scheduling);

- inform educational assistants of relevant school and regional policies, procedures and rules such as first-aid administration, medication administration, non-aversive practices, and sick day / storm day procedures. (copies of relevant policies, procedures and rules should be made available to educational assistants);

- make certain that the educational assistant’s job functions are implemented in accordance with their job specifications, i.e. performing non-teacher job functions under the supervision of a teacher or school administrator; and,

- prepare and submit to the Student Services Consultant (prior to May 1 of each year) a recommendation regarding continuation of, changes to; and/or termination of educational assistant assignment.
- RESPONSIBILITIES OF STUDENT SERVICES DEPARTMENT -

Student Services is expected to:

- receive and review requests for additional educational assistant support from principals;
- in consultation with principals, short list and interview Educational Assistants for posted positions;
- short list, interview and recommend applicants for the substitute Educational Assistant list;
- maintain and distribute a current list of educational assistant substitutes;
- assign casual educational assistants in emergency situations;
- notify Human Resources of vacancies to be filled;
- ensure, through Human Resources, that current and/or new applicants are registered with the Child Abuse Registry;
- receive and review copies of annual supervision reports from principals and forward to Human Resources;
- receive and review copies of educational assistant assignments;
- reassess the need for each assigned educational assistant as the year progresses; reduce, increase or eliminate positions as needs dictate;
- where possible, arrange assignments by June 15th for the following September;
- take part in meetings with Union representatives as required; and,
- arrange appropriate in-service training.
- SUPERVISION AND EVALUATION OF THE EDUCATIONAL ASSISTANT -

Supervision and evaluation of educational assistants will be based on the job description and the specific duties of the assignment. It is imperative that principals inform educational assistants of the expectations of the job assignment and whether or not they are meeting those expectations. Conference will be held between the educational assistant, school principal, and supervising teacher(s) to provide opportunities to review the educational assistant’s job functions, to discuss his/her effectiveness, and to develop any recommendations.

All permanent educational assistants will be evaluated annually. For newly hired educational assistants, the first written evaluation must be completed within 720 working hours of the date of hire (Article 5.01a). It is strongly recommended that all evaluations of newly hired educational assistants be completed within 540 hours of the date of hire. If there is concern about the performance of an Educational Assistant, an evaluation should be completed as soon as possible. Evaluation is a team responsibility and will include the school principal and the classroom teacher.

To ensure effective programming, the goals of supervision will include:

- the promotion of personal and job related development
- the identification of strengths and areas needing improvement
- the provision of opportunities for open communication

It is recognized that while there is a local agreement regarding procedures for employee evaluation; the intent is to have an evaluative process that ensures the position defined is performed with competency and the evaluation process is carried out with respect for the employee. Effective supervision and evaluation models include the setting of mutually agreeable goals and supervisory / evaluation outcomes which reflect progress that is planned in advance, carried on continuously, and communicated clearly to all concerned.

Evaluations forms are included as Appendix B2, 3.
Appendix A Form XIII – Child Abuse Register Request for a Search

Appendix B-1 – Educational Assistant Information Form (TA-01-02)

Appendix B-2 – Educational Assistant Evaluation Form (TA-02-02)

Appendix B-3 – Educational Assistant Self-Evaluation Form (TA-03-02)
EDUCATIONAL ASSISTANT INFORMATION FORM

Name: ____________________________________________

School: ___________________________    Family: ___________________________

Hours of Work: __________ to __________   # of hours paid per day: ___________

Classroom Teacher(s): __________________________________________________

On reverse, please describe the work you have been assigned – include name(s) of students, times, and places if relevant. Attach a copy of your latest CPR, First Aid and Non-Violent Crisis Intervention certificates and put dates in the proper blanks below. Attach a copy of your schedule and anything else you feel is relevant. Please retain a copy and give the original to your Principal. The Principal will forward the original to the appropriate Student Services Consultant within the first two weeks of employment each year.

Certification dates:    CPR ________________________________

                      First Aid ________________________________

                      Non-Violent C.I. ________________________________

                      (Other) ________________________________

Educational Assistant: ____________________________    Principal: ____________________________

Date: ____________________________    Date: ____________________________
DESCRIPTION OF ASSIGNMENT

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EDUCATIONAL ASSISTANT EVALUATION FORM

Educational Assistant: ____________________________________________
School: ________________________________________________________

Please rate the Educational Assistant’s proficiency in the areas addressed in the following pages. Comments that clarify ratings are appreciated.

A. ORGANIZATIONAL SKILLS

1. Educational Assistant is able to take direction and complete assigned tasks without difficulty
   _____________________________________________________________
   Agreed: ___ Disagreed: ___

2. Educational Assistant is able to take initiative, to identify what needs to be done, and act appropriately (within their realm of responsibility)
   _____________________________________________________________
   Agreed: ___ Disagreed: ___

B. INSTRUCTIONAL SUPPORT

3. Educational Assistant speaks using appropriate voice level and developmentally appropriate language
   _____________________________________________________________
   Agreed: ___ Disagreed: ___

4. Educational Assistant reinforces teaching strategies as provided by the teacher
   _____________________________________________________________
   Agreed: ___ Disagreed: ___

5. Educational Assistant supports children in all aspects of their daily Program (as directed) efficiently and competently
   _____________________________________________________________
   Agreed: ___ Disagreed: ___
C. OBSERVATIONAL SUPPORT

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<td>6. Educational Assistant observes and reports on children’s successes or difficulties accurately and consistently</td>
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<td>3 4</td>
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<tr>
<td>7. Educational Assistant provides notes, checklist, and/or verbal reports on children’s social interactions, emotional well-being, and behaviour as required by teachers</td>
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D. BEHAVIOUR MANAGEMENT SUPPORT

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<td>8. Educational Assistant provides child(ren) with appropriate encouragement and support</td>
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<td>3 4</td>
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<tr>
<td>9. Educational Assistant applies good behaviour management techniques as appropriate to individualized needs</td>
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E. CLASSROOM / CLERICAL SUPPORT

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<td>10. Educational Assistant facilitates day-to-day clerical tasks efficiently and competently</td>
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<td>3 4</td>
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<tr>
<td>11. Educational Assistant competently supervises students in classrooms, corridors, washrooms, and playgrounds (as required)</td>
<td>1 2</td>
<td>3 4</td>
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12. Educational Assistant effectively carries out personal care and medical procedures as required and approved

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**F. PROFESSIONAL BEHAVIOUR**

13. Educational Assistant is a cooperative member of the school team

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14. Educational Assistant maintains confidentiality at all times

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15. Educational Assistant understands and follows the appropriate procedure for discussing concerns or making inquiries

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16. Educational Assistant treats students, and all school personnel, with respect at all times

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17. Educational Assistant is punctual, reliable, and trustworthy

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Identify any area(s) where you believe the Educational Assistant requires improvement

_______________________________________________________________________________________
Identify any particular strength(s) the Educational Assistant has displayed

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

ADDITIONAL COMMENTS: _______________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Date: _______________________________  Date: _______________________________

Principal: ___________________________  Educational Assistant: _______________________

Copy to:  Educational Assistant
          Student Services Consultant
EDUCATIONAL ASSISTANT SELF-EVALUATION FORM

Educational Assistant: ____________________________________________

School: ________________________________________________________

Please rate your proficiency in the areas addressed in the following pages. Comments that clarify ratings are appreciated.

A. ORGANIZATIONAL SKILLS

1. I am able to take direction and complete assigned tasks without difficulty.  
   Agree  Disagree
   1     2   3     4
   __________________________________________________________________________

2. I am able to take initiative, to identify what needs to be done, and act appropriately (within my realm of responsibility).  
   Agree  Disagree
   1     2   3     4
   __________________________________________________________________________

B. INSTRUCTIONAL SUPPORT

3. I speak using appropriate voice level and developmentally appropriate language.  
   Agree  Disagree
   1     2   3     4
   __________________________________________________________________________

4. I reinforce teaching strategies as provided by the teacher.  
   Agree  Disagree
   1     2   3     4
   __________________________________________________________________________

5. I support children in all aspects of their daily Program (as directed) efficiently and competently.  
   Agree  Disagree
   1     2   3     4
   __________________________________________________________________________
C. OBSERVATIONAL SUPPORT

6. I observe and report on children’s successes or difficulties accurately and consistently.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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7. I provide notes, checklist, and/or verbal reports on children’s social interactions, emotional well-being, and behaviour as required by teachers.

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<tr>
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D. BEHAVIOUR MANAGEMENT SUPPORT

8. I consistently provide child(ren) with appropriate encouragement and support.

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9. I apply good behaviour management techniques as appropriate to individualized needs.

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E. CLASSROOM / CLERICAL SUPPORT

10. I facilitate day-to-day clerical tasks efficiently and competently.

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11. I competently supervise students in classrooms, corridors, washrooms, and playgrounds (as required).

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<th>Agree</th>
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12. I effectively carry out personal care and medical procedures as required and approved.

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**F. PROFESSIONAL BEHAVIOUR**

13. I am a cooperative member of the school team.

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<tr>
<th>Agree</th>
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14. I maintain confidentiality at all times.

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15. I understand and follow the appropriate procedure for discussing concerns or making inquiries.

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16. I treat students, and all school personnel, with respect at all times.

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17. I am punctual, reliable, and trustworthy.

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<th>Agree</th>
<th>Disagree</th>
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Identify any area(s) where you believe you require improvement.

________________________________________________________________________________________
________________________________________________________________________________________
Identify any particular strength(s) you have displayed

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

ADDITIONAL COMMENTS: ________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Date: ________________________________

Educational Assistant: ____________________

Copy to: Educational Assistant