



**ASCEND Online School**  
**Special Education**

**Education Assistant Guidebook**  
**School Year 2017-2018**

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## **The Ascend Vision**

We put faith and family first. We acknowledge and support the sacramentality of marriage and family life, and the role of parents as the primary educators of their children.

## **The Ascend Mission**

Our mission at ASCEND is to support and affirm families who choose to learn together at home by extending flexibility and choice, while at the same time correlating student learning to provincial Learning Standards.

## General Staff Information

Under the direct leadership of the Bishop of Kamloops, ASCEND is part of the Catholic Independent Schools Kamloops Diocese (CISKD). The Supervision of the schools is under the management of the School Superintendent. The School Principal who oversees the day to day operations of the school reports to the School Superintendent. Supporting the Principal will be the four Coordinators for K-9, High School, Special Education and Learning Resources. General Inquires: Tel: 1-888-599-5775 Fax: (250) 376- 3363



## ADMINISTRATION

Role	Name	Email
Principal	Lynn Hale	<a href="mailto:principal@ascendonline.ca">principal@ascendonline.ca</a>
K-9 Coordinator	Mary Gallagher	<a href="mailto:mgallagher@ascendonline.ca">mgallagher@ascendonline.ca</a>
High School Coordinator	Joshua Schweitzer	<a href="mailto:jschweitzer@ascendonline.ca">jschweitzer@ascendonline.ca</a>
Special Education Coordinator	John Davies	<a href="mailto:jdavies@ascendonline.ca">jdavies@ascendonline.ca</a>
Special Education Resource Coordinator (K-9)	Lauraine Wakely	<a href="mailto:lwakely@ascendonline.ca">lwakely@ascendonline.ca</a>
Special Education Learning Resources	Erika Salas	<a href="mailto:esalas@ascendonline.ca">esalas@ascendonline.ca</a>
Learning Services Grad Coordinator (HS)	Nicole Filipski	<a href="mailto:nfilipski@ascendonline.ca">nfilipski@ascendonline.ca</a>
Human Resources and Administration	Marilen Bautista	<a href="mailto:mbautista@ascendonline.ca">mbautista@ascendonline.ca</a>
Administrative Assistant	DeeDee Harder	<a href="mailto:admin@ascendonline.ca">admin@ascendonline.ca</a>
Information Technology	Sebastian Salas	<a href="mailto:ssalas@ascendonline.ca">ssalas@ascendonline.ca</a>
Course Design	Sofia Bautista	<a href="mailto:sbautista@ascendonline.ca">sbautista@ascendonline.ca</a>

## ACADEMIC STAFF



Role	Name	Email
Contact Teacher K – 9/HS	Mary Gallagher	<a href="mailto:mgallagher@ascendonline.ca">mgallagher@ascendonline.ca</a>
Contact Teacher K – 9/SE	Lauraine Wakely	<a href="mailto:lwakely@ascendonline.ca">lwakely@ascendonline.ca</a>
Contact Teacher K – 9	Lorna Hessels	<a href="mailto:lhessels@ascendonline.ca">lhessels@ascendonline.ca</a>
Contact Teacher K – 9/HS	Stephanie Howie	<a href="mailto:showie@ascendonline.ca">showie@ascendonline.ca</a>
Contact Teacher K - 9	Katie Gemmell	<a href="mailto:kgemmell@ascendonline.ca">kgemmell@ascendonline.ca</a>
Contact Teacher K - 9	Claude LaFrance	<a href="mailto:clafrance@ascendonline.ca">clafrance@ascendonline.ca</a>
Contact Teacher K – 9/HS	Melanie Bartusek	<a href="mailto:mbartusek@ascendonline.ca">mbartusek@ascendonline.ca</a>
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Contact Teacher K - 9	Lee Ann Coté	<a href="mailto:lcote@ascendonline.ca">lcote@ascendonline.ca</a>
Contact Teacher K-9/SE	Diana Kirkwood	<a href="mailto:dkirkwood@ascendonline.ca">dkirkwood@ascendonline.ca</a>
Contact Teacher K – 9/HS	Michael Filipski	<a href="mailto:mfilipski@ascendonline.ca">mfilipski@ascendonline.ca</a>
Contact Teacher K – 9/SE	Erika Salas	<a href="mailto:esalas@ascendonline.ca">esalas@ascendonline.ca</a>
Contact Teacher K – 9/SE	Nicole Filipski	<a href="mailto:nfilipski@ascendonline.ca">nfilipski@ascendonline.ca</a>
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Contact Teacher K – 9/SE	Dina Fiset-Kinzel	<a href="mailto:dfisetkinzel@ascendonline.ca">dfisetkinzel@ascendonline.ca</a>
High School Career Counsellor	Joshua Schweitzer	<a href="mailto:jschweitzer@ascendonline.ca">jschweitzer@ascendonline.ca</a>
Contact Teacher HS	Justin Siray	<a href="mailto:jsiray@ascendonline.ca">jsiray@ascendonline.ca</a>



## HIRING PROCESS

Ascend Online School follows a process of screening applicants to ensure that the most appropriate candidate is hired. The hiring of an Education Assistant is a collaborative effort between the family and the school. In some cases the family will refer someone they know that will work well with the child and is well qualified for providing services. If there are no referrals, the school may advertise the position and make consultative selection of applicants with the family.

The first step in the selection process is for the candidate to fill up an application form. This form can be found at <https://ascendonline.wufoo.eu/forms/independent-contractor-application/>

The candidate is to answer all fields and attach a copy of his resume, provide references and if applicable, agree to a Criminal Record Check. This is received by the SE Coordinator and a copy sent to HR. Once it is determined that the job applicant meets the minimum requirements of the position, an email is sent to the prospective candidate to proceed in getting a Criminal Record Check.



## Criminal Record Check

Ministry of Justice criminal record checks are mandatory for all service providers or volunteers in contact with students. CRCs must be on file before activities may commence or payment issued. R.C.M.P checks are not considered valid - ONLY those through the Ministry of Justice.

Unless you are a professional such as a Registered Teacher or Therapist, all Educational Assistants need to secure and pass a Criminal Record Check which is valid for five years.

Once a cleared CRC is obtained, the candidate will then be interviewed by the SE Coordinator. This is where the candidate can also ask questions about the job, the student and the expectations for the role.

Reference checks are a last opportunity to verify information the candidate has provided, validate their personal suitability and explore any areas of concern. It is expected that the candidate provide two professional references that can vouch for his character and performance.

Once all the steps are done, Human Resources sends the prospective candidate an offer email containing the following: Independent Contract Agreement, Privacy Agreement and Direct Deposit Form.

# ACADEMIC CALENDAR

## Kindergarten to Grade 9



### September

Monday, September 4	Labour Day (stat)
Wed., Sept. 20 - Fri., Sept. 22	Staff Retreat - Sun Peaks
Friday, Sept. 29	Draft SLPs due

### October

Friday, October 6	Fresh Grade workshop, St. Ann's Quesnel
Monday, October 9	Thanksgiving (stat)
Friday, October 20	CISKD AGM - Kamloops (location TBA)
Saturday, October 21	CISKD Regular Meeting - Kamloops
Monday, October 23	Parent Signature on SLP
Friday, October 27	2017-18 IEPs completed

### November

Monday, November 13	Remembrance Day (stat)
Mon., Nov.20 - Tues., Nov. 21	FSA Marking CISKD, (location TBA)

### December

Monday, December 25	Christmas Day
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### January

Monday, January 1	New Year's Day
Friday, January 19	Fresh Grade workshop, OLPH, Kamloops



## ACADEMIC CALENDAR Kindergarten to Grade-9



### February

Sun., Feb 4 - Sat., Feb. 10	Catholic Schools Week
Thurs., Feb. 8 <sup>th</sup> & Fri. Feb 9 <sup>th</sup>	CEC - Vancouver
Monday, Feb. 12	Family Day (stat)
Mon., Feb 26 - Tues., Feb 27	PATH workshop, Vancouver

### March

March 19 - March 30	Approximate Spring Break Dates (will vary)
March 30	Good Friday

### April

Sunday, April 1	Easter Sunday
Monday, April 2	Easter Monday (stat)
Wed., April 25-Fri., April 27	CISND Education Conference. Kelowna
Thurs., April 26	ASCEND Staff Meeting, start time 9:00am
Fri., April 27 - Sat., April 28	CHEC Conference, Kelowna
Monday, April 30	Current year's funding & internet reimbursements Deadline

### May

Monday, May 21	Queen Victoria Day (stat)
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### June

June 15	Final Report Cards Deadline for SE funding reimbursement
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# CALENDAR High School



## HIGH SCHOOL GRADUATION ASSESSMENT SCHEDULE 2017/2018

### NOVEMBER 2017 Electronic Only

<u>DATE</u>	<u>COURSE CODE AND SUBJECT</u>	<u>TIME*</u>
<u>Monday November 6</u>	<u>EN12 English 12</u>	<u>9:00 am – 11:00 am</u>
<u>Tuesday November 7</u>	<u>COM 12 Communication 12</u>	<u>9:00 am - 11:00 am</u>

### **The Oral Component of French Language Exams**

Administration window for both Français langue première 12 and Français langue-seconde immersion 12: December 4 – 15, 2017; January 8 – 19, 2018

**Numeracy Assessments are electronic but have a two page, paper, student response component.**

# CALENDAR High School



JANUARY 2018

<u>DATE</u>	<u>COURSE CODE AND SUBJECT</u>	<u>Admin. Mode</u>	<u>TIME*</u>
<b><u>Monday – Friday: January 22 – 26 NME - English Numeracy Assessment</u></b>		<u>E</u>	<u>9:00 am – 3:00 pm</u>
<u>Monday January 22</u>	<b><u>NMF</u></b> <u>Évaluation de numératie</u>	<u>E</u>	<u>9:00 am – 3:00 pm</u>
<u>Thursday January 25</u>	<b><u>EN 12</u></b> <u>English 12</u>	<u>E+P</u>	<u>9:00 am – 11:00 am</u>
	<b><u>EFP 12</u></b> <u>English First Peoples</u>	<u>E</u>	<u>1:00 pm – 3:00 pm</u>
<u>Friday January 26</u>	<b><u>COM 12</u></b> <u>Communications 12</u>	<u>E+P</u>	<u>9:00 am – 11:00 am</u>
	<b><u>FRAL 12</u></b> <b><u>FRALP 12</u></b> <u>Français langue seconde-immersion 12 Français langue première 12</u>	<u>E E</u>	<u>1:00 pm – 3:00 pm</u>

**E: Electronic E+P: Electronic and Paper**

# CALENDAR High School



**APRIL 2018 Electronic Only**

<u>DATE</u>	<u>COURSE CODE AND SUBJECT</u>	<u>TIME*</u>
<u>Thursday April 26</u>	<u>EN 12</u> English 12	<u>9:00 am - 11:00 am</u>
	<u>EFP 12</u> English First Peoples 12	<u>1:00 pm - 3:00 pm</u>
<u>Friday April 27</u>	<u>COM 12</u> Communications 12	<u>9:00 am - 11:00 am</u>

**JUNE 2018**

<u>DATE</u>	<u>COURSE CODE AND SUBJECT</u>	<u>Admin. Mode</u>	<u>TIME*</u>
<b><u>Friday, Monday - Thursday – June 22, 25 – 28 NME - English Numeracy Assessment</u></b>		<u>E</u>	<u>9:00 am - 3:00 pm</u>
<u>Friday June 22</u>	<u>NMF</u> Évaluation de numératie	<u>E</u>	<u>9:00 am - 3:00 pm</u>
<u>Monday June 25</u>	<u>EN 12</u> English 12	<u>E+P</u>	<u>9:00 am - 11:00 am</u>
	<u>EFP 12</u> English 12 First Peoples	<u>E</u>	<u>1:00 pm - 3:00 pm</u>
<u>Tuesday June 26</u>	<u>FRALP 12</u> Français langue première 12	<u>E</u>	<u>9:00 am - 11:00 am</u>
	<u>FRAL 12</u> Français langue seconde immersion 12	<u>E</u>	<u>1:00 pm - 3:00 pm</u>
<u>Wednesday June 27</u>	<u>COM 12</u> Communications 12	<u>E+P</u>	<u>9:00 am - 11:00 am</u>

## SPECIAL EDUCATION



ASCEND Online is a distributed learning school which supports the education and learning needs of students across British Columbia in a variety of environmental and home settings. Special Education services are provided to students in Kindergarten through Grade 12, and include funded and non-funded designated students as identified in the guidelines of the Ministry of Education.

ASCEND Online recognizes and endorses the basic right of all student to full and equal participation in education.

All students have a right to be taught by licensed, qualified teachers who are responsible for ensuring that the objectives of the program match, as much as possible, student strengths and needs.

### Definition

“Student with special needs:” A student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents, as defined in the Manual of Policies, Procedures, and Guidelines in the BC Ministry of Education Manual.



## Identification of Students With Special Needs

Students may come to the school already identified as having a Special Needs designation. Documentation is reviewed to verify the current status in order to claim funding for the student in September and February of each school year. Students that are funded in the following categories receive the support of a Case Manager.

- A Physically Dependent
- B Deaf-Blind
- C Moderate to Profound Intellectual Disability
- D Physical Disability or Chronic Health Impairment
- E Visual Impairment
- F Deaf or Hard of Hearing
- G Autism Spectrum Disorder
- H Intensive Behaviour Intervention / Serious Mental Illness

Funding received by the school is designated for the supports and services to the students as well as the administrative cost of delivering those services. Funding is determined by the Special Education Policy and Procedures Manual, and available on the Ministry of Education website.

## LEARNING SERVICES



Every learner is unique, and each one has specific ways in which they learn best. Curriculum can be tailored to the specific needs of a student, and this can be done without involving Learning Services.

When referred to Learning Services, some will eventually be identified as having a specific exceptionality based on four categories. The school does not apply for specific funding to support these students, rather they are supported through the programs and services designed to support them. On a case by case basis, a small budget will be created to supplement these programs and services in the following Special Education categories.

**K Mild Intellectual Disability**

**P Gifted**

**Q Learning Disability**

**R Moderate Behaviour Support / Mental Illness**

All students with these designations have an IEP developed by the Contact Teacher with the support of the Learning Services Consultant and any professionals involved and input from the parents or guardians. Students that are able to participate in this process are encouraged to have input. Students in the Graduation Program in Grades 10, 11 and 12 must be part of the team and have input.

## ROLE OF EDUCATION ASSISTANT



The Education Assistant in Ascend plays a key role in assisting Special education Contact teachers to facilitate programs for students with special needs. This include performing functions that range from personal care to assisting the teacher with instructional programs. The primary goal of the Education Assistant is to motivate the student to become a more independent learner and member of the home, school, and/or community.

The role of the Special Education Assistant is to:

- work under the guidance of a certified teacher or other professionals who are responsible in designing, implementing, and evaluating the individual educational program (IEP) for a particular student;
- assess and evaluate student progress in the reporting process through the ongoing collection of data, including observing and recording academic and behavioural performance (e.g. a daily/monthly written reports in Filemaker);
- participate in school-based team meetings and IEP meetings as needed
- provide instructional and/or other direct service to students (e.g. behaviour management, personal care, health related procedures);
- collaborate with Special Education Teachers in providing information and in-service training to the school staff.



## ROLE OF SE CONTACT TEACHER



The following excerpts are taken from the Ministry of Education Manual of Policies, Procedures, and Guidelines for Special Education Services (Section B.3): “The teacher responsible for a student with special needs is responsible for designing, supervising, and assessing the educational program for that student.”

The SE Contact Teacher is usually the Caseload Manager for the child. Usually, they will meet with the parents at the beginning of the year to set up the program and services and to develop the IEP. They will meet again with the parents to discuss the report card in December, March and June and to review the IEP. Because availability is somewhat dependent on geography and proximity, we do expect the SE Teacher to make weekly contact with parents through emails, phone calls, and video conferencing. In addition, the teacher should have meaningful contact with the student every week. This can be done through the support of the contracted Education Assistant or the Professionals that work with the child.

Coordination with the SE Contact Teacher and the Education Assistant is extremely important to make sure that the IEP is fully implemented and adjusted as necessary.

## ROLE OF PARENTS



Parents know their children best and are considered as the main educators of students who attend home school. They play a very important role in the education of their children and especially possessing certain exceptionalities. It is expected that, parents/guardians work in teamwork with teachers and other support personnel in the school.

The role of Parents is to:

- Participate and cooperate on the planning, development, implementation and evaluation of the IEP
- Support children in meeting educational goals by monitoring homework; helping with projects and reviewing them for exams
- Share information that may be relevant to the child's progress and/or safety. Information should be handled without violating the privacy of the individual or family.

## ROLE OF PROFESSIONALS



The roles of related service professionals vary by expertise and discipline. Today, related service professionals are often integrated throughout the child's day. This level of integration in educational programming warrants intensive collaboration among all educational team members.

### Related Service Mandates

Related services included the concept of related services; other services determined educationally necessary in order to benefit from special education. The term related service was defined as "transportation and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counselling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children"

A child may receive services from one related service professional or more; therefore, it is important to have a case manager (SE Contact Teacher) in charge of communication among the team and with the family members. If there is a lack of communication among the team members then there is likely a lack of collaboration.

## PROFESSIONAL ETHICS



Ethical behaviour is a fundamental aspect for all staff who work in schools, including Educational Assistants.

### 1. Commitment to lines of communication:

When an EA needs assistance and/or requires clarification, it is always best to begin by speaking with their direct supervisor (usually the Contact Teacher) or the SE Coordinator. When a conflict develops between an EA and another colleague, Parent or Student, the first step is for the EA is to speak directly to the person concerned. When concerns are of a more serious nature, and difficult to resolve, this should be escalated to their SE Coordinator.

### 2. Commitment to confidentiality:

When working in a school, confidentiality is essential. Educational Assistants have access to a great deal of confidential information about students, teachers and parents. All matters related to the school, personnel, the students and their families should not be discussed outside of educational team meetings. Sharing information about the child's progress is the responsibility of the Contact teacher and/or the school administration. Therefore, all requests for information should be referred to the Contact teacher. Please refer to ASCEND's Confidentiality Agreement.

## PROFESSIONAL ETHICS



### 3. Commitment to the student and parent/guardians

It is expected that EA's respect the dignity of each student regardless of disability, race, gender, or cultural background, deal fairly and justly with each student and collaborate with the parent/ guardian as a member of the team

### 4. Commitment to the profession:

As a role model to the students, EA's should conduct oneself at all times in a respectful manner while on duty (not engaging under the influence of alcohol & drugs), maintain a standard of appropriate dress, and conduct generally accepted by the school and fulfill the role through co-operation, collaboration, and teamwork with all people involved.

### 5. Commitment to safety:

Educational assistants who have reasonable grounds to suspect child abuse must report directly to Child Protection Services (tel. # 1 800 663-9122). Please also notify the School Principal or SE Coordinator when you made the report. For Educational Assistants working with students requiring personal care, a signed consent form must be on file from the parent.

## IMPORTANT GUIDELINES



### REPORTING INCIDENTS

Any incident or accident whether behaviour related or not must be reported and documented in writing. The Education Assistant fills up an Incident/Accident Report signed by the parent and a witness if applicable; then sends the form to the SE Contact Teacher or SE Coordinator. This must be completed by the Education Assistant before the end of the session that day.

### ATTENDANCE AND PUNCTUALITY

Ensure that you are coming in at your appointment with students during assigned time. Any phone calls or washroom break that you require should be taken before the start of your appointment.

### WORKING WITH A STUDENT IN ISOLATION

For safety and security reasons for both the student and the Education Assistant, it is highly recommended that Education Assistants ensure that a signed consent form must be on file from the parent.

## IMPORTANT GUIDELINES



### TRANSPORTING A STUDENT

When it is necessary for Education Assistants to use their own vehicle to transport students to activities, it is recommended that your vehicle be insured for business use with five million liability.  
(Independent Contractor)

### INCIDENTALS

Items purchase for the use of instruction, field trip admission costs, gas for a field trip, supplies etc. are not to be purchased until the SE teacher has given approval for IEP and budget reason.

### DISPENSING MEDICATION

Any medication given to a student by an Education Assistant must be documented in the IEP.

## COMPENSATION & INVOICING



Education Assistants are hired as “independent contractor” and are considered to be self employed. The school does not remit any of your income for taxes, EI, or benefits. You can consult an Accountant or contact Revenue Canada for tax information and eligible deductions.

Pay is deposited directly into the bank account provided by the Education Assistant once a month usually scheduled on the last business day of every month. Last payday will not go beyond June 30<sup>th</sup> as we do not provide services during summer months. Education Assistants must enter their hours for services rendered by the fifteenth (15) of each month in Filemaker under the Invoice Tab. The full pay period covers the sixteenth (16) to the fifteenth (15) of each month. Any late entries will be credited as an adjustment to the next pay period.

Only enter the hours and nothing more than your addendum contract stipulates. Overtime hours are not paid unless approved by the SE Coordinator. A maximum of 1 hour may be claimed per week for every 7 hours of service provided. Meetings and training sessions when authorized are also paid.

When inevitable, it is the responsibility of the Education Assistant to give 24 hours notice for any cancelled sessions. Parents are also expected to observe the 24 hours notice to cancel sessions, if not these hours can be counted as paid. The EA can use this time on catching up with other administrative tasks, lesson planning, consultation with the SE Contact Teacher etc.



## RESOURCES



**Advances in Special Education**

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Series editor(s): Dr. Festus E. Obiakor and Dr. Jeffrey P. Bakken

<http://www.emeraldinsight.com/doi/full/10.1108/S0270-40132015000030A005>

**CLOVERDALE CATHOLIC SCHOOL SPECIAL EDUCATION SERVICES A Manual of Policies, Procedures and Guidelines**

<http://www.ccsunited.ca/schoolInformation/SpecialEducationServices.pdf>

**HERITAGE CHRISTIAN ONLINE SCHOOL EDUCATION ASSISTANT TRAINING MANUAL**

[https://onlineschool.ca/fileadmin/Onlineschool.ca/user\\_upload/downloads/se/Education\\_Assistant\\_Training\\_Manual.pdf](https://onlineschool.ca/fileadmin/Onlineschool.ca/user_upload/downloads/se/Education_Assistant_Training_Manual.pdf)

**Roles and Responsibilities of Teachers and Teacher Assistants/ Education Assistants: A BCTF/CUPE Joint Paper**

<http://bctf.ca/uploadedfiles/Public/Issues/InclusiveEd/RolesandResponsibilitiesTeachersTAs.pdf>

