



Employees of the Kawartha Pine Ridge District School Board

Dear CUPE 5555 member,

Over the years, the role of an EA has drastically changed. At one time, funding provided to the school boards by the government was to assist students with their educational needs. This is a distant memory and the funding provided now is unfortunately for the sole purpose of dealing with behaviour.

Most people are unaware that funding for education workers (non teachers) that is given to each board, can be used to create whatever job, and job description they wish, with the exception of our ECE group. This is the reason why our jobs in CUPE can vary so drastically from board to board, with different educational requirements and job duties. With KPR, they choose to use their funding to have EA and CYW positions. Are you aware that many boards in Ontario only have EA's?

With the decline in funding over time and the increase in behaviours, our EA/CYW members are stretched thin, and under immense pressure and stress, especially when faced with violence on a regular basis. Our employer has recognized this, and has chose to go over budget for many years to provide more positions than the funding would allow. This is great, however; this still doesn't even scratch the surface on what is actually needed in the system. I can't even imagine what it would be like if we were to stick directly to the funding provided and not go over budget.

I have compiled a list of frequently asked EA/CYW questions that can be found below.

In solidarity,

Ron Maguire

President -CUPE Local 5555

Education Workers of the Kawartha Pine Ridge District School Board

Office: 905-623-5356 | Toll Free: 1-855-737-5356| Fax: 905-623-5352|www.cupe5555.ca

Blue Jeans Video Conference ID # 9092321477

Q: I am an EA but doing the role of a CYW. Why am I not being paid as a CYW?

A: If hired as an EA, you are to strictly follow the job description of an EA. Although, the job descriptions are very similar, there are key differences between the two. If you are unsure what they are, I have provided a copy of both job descriptions at the bottom of this email and

highlighted the difference. If administration directs you to do something that is not listed in your job description, please contact us to discuss.

Q: We have a SIPS student that requires 2 people. Administration just assigned two EA's to that child but that can't happen, right?

A: Incorrect. In the past, our employer normally put a CYW and an E/A together; however, this was not required. All that is required is two people which can be two E/A's. With saying this, both E/A's must stick to their job descriptions and a CYW in the school must be called upon if needed.....remember, some boards don't even have CYW positions.

Q: I was working with one student but admin has moved me. Are they allowed to move me?

A: Yes, admin can move you based on the needs of the school. You are posted to a school and not a student.

Q: I was injured by a student but I think I will be fine. Is there anything I need to do?

A: With any injury, no matter how minor you need to report to extension 3333, seek medical as soon as possible and complete a violent incident form. It is your right to leave on work time to be checked out. When seeing a doctor you will need to indicate that it happened at work so they can fill out the WSIB forms. Think of this as a safety net, if your injury is worse than you thought you will be covered if you need to miss work. If your injury requires treatment such as massage, chiropractic etc. And you have an approved claim, it will be paid for and you do not have to use up the limits in your benefit plan.

Q: We had a CYW at our school call in sick for a couple of days.... One day an EA filled in, and on another day an ECE filled in. Is this right?

A: Yes, the system will first call out to all qualified CYW's than EA's and lastly ECE's. If an EA or an ECE takes the position, they are to only do the job duties in their own job description, not that of the CYW they are replacing.

Q: Why allow an EA or ECE to fill in for a CYW when absent?

A: With the nature of the job, it is important to have anyone fill in. Although not ideal, it is better than having the position go unfilled.

Q: Why are positions going unfilled? Is the board trying to save money?

A: When I looked into the stats for the weeks leading up to Christmas we had around 95 permanent EA/CYW's off each day and over 70 casuals filling in, leaving approx 20 jobs going unfilled. Since then, the employer has hired around 60 new casual EA/CYW's which I hope will rectify the issue.

Q: I don't have time to fill out the violent incident forms, what should I do?

A: You need to first speak to admin to see if it can be worked out as time needs to be given during the work day. If, something can't be worked out, please contact a union rep for assistance.

Q: How come as union president we don't see you in the buildings on a regular basis?

A: Neither union reps nor I can enter a building unless it is for a specific reason and we have prior approval from the employer. They have the right to deny us entry except for when they are conducting a meeting with a member in regards to work performance or if a work refusal has occurred.

Q: There seems to be different rules for different kids. I was dealing with a violent child and the principal didn't call the police or suspend him. Why did that not happen?

A: There are different rules for different students especially when the child is under ten years old as outlined in government documents that the principal must adhere to. With saying this, any worker who is assaulted or feels threatened in a serious situation has the right to call the police. As a worker you must inform your administration however they can't stop you from calling as it is your right. Please remember that this is your last resort in a serious situation.

Q: Is there LTO positions?

A: No, we do not have LTO positions in CUPE.... that is teacher language. In the E/A, CYW group we have permanent positions and LTA positions.

Q: What does LTA stand for?

A: Long term assignment

Q: What is the difference between being a casual and being placed in an LTA?

A: There is no difference in status, however, when you are in an LTA they will put you in the system so you don't have to submit time sheets. If the LTA assignment lasts 12 days or longer, you will receive pro-rated sick time.

Q: I'm in a LTA position and I'm receiving pro-rated sick days. Do I receive personal days?

A: No, only permanent members receive personal days.

Q: I was offered an LTA position for the year, is that correct?

A: No, there could be a possibility that it lasts for a year but you should never be told an end date. The reason for this is that an LTA can end at anytime.

Q: I'm a casual, how to I become a permanent EA or CYW?

A: You must apply to positions posted in the spring and in December. When there are no permanent applicants the position will be awarded to a casual.

Q: I'm interested in knowing about a work refusal. How is it done?

A: A worker in Ontario has the right to refuse unsafe work. The steps are listed below. Please contact the union for guidance if needed.

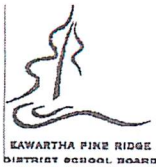
As a worker in Ontario you have the legal right to refuse unsafe work, according to Section 43(3) of the Occupational Health and Safety Act, when you believe that any equipment, workplace condition or contravention of the OHS act is likely to endanger you or another person's health and safety.

Please note this section does not apply to certain workers and some circumstances which are listed in Section 43(1) and (2) of the OHS act.

Here's how you can refuse unsafe work:

1. Notify your supervisor or employer about the circumstances for refusing to work. The supervisor or employer must investigate the situation with you and the worker-selected member from the joint health and safety committee, or a union representative.
2. If, following this investigation, you believe the unsafe condition still exists, you may refuse to work. Either you or your employer must notify a government inspector.
3. The inspector must investigate in consultation with you, the employer, and a worker-selected member of the joint health and safety committee, or a union representative. The inspector's decision must be provided in writing to all those involved in the investigation.
4. You are required to remain in a safe place near your workstation until the investigation is completed. During this time, you may be assigned other reasonable alternative work or directions by your employer.

You cannot be threatened, dismissed, disciplined, intimidated or coerced for complying with the legislation, according to Section 50 of the OHS act.



TITLE OF JOB: EDUCATIONAL ASSISTANT - CYW

PURPOSE OF JOB:

All positions in the Kawartha Pine Ridge District School Board support the schools' priority of student achievement and the Board's mission to educate our students to excel in learning, to succeed in life and to enrich our communities.

The purpose of the Educational Assistant - CYW position is to provide instructional support in academic, social, physical, emotional and behavioural programs for students in a variety of learning situations. As well the Educational Assistant - CYW carries out personal care duties to meet the physical needs of students. As part of the student support team, the Educational Assistant - CYW promotes and maintains a safe, caring and restorative school environment.

The Educational Assistant - CYW, as part of the student support team work collaboratively to assist in the delivery, development and implementation of social, emotional and behavioural programs to support the student, family and school personnel.

REPORTS TO: School Principal with duties assigned by the teacher

MAIN RESPONSIBILITIES:

Program Support

- provides program support by assisting teachers with the delivery of academic and social/life skills programs for both individual and groups of students by implementing effective learning support strategies and using a variety of instructional support methods, techniques and learning aids: includes scribing, correcting, prompting, reading, keeping student on task, adapting language for re-delivery, reinforcing concepts, lessons and skills, providing information to teachers to assist in creation of student IEP, support students in the use of assistive technology, delivery of appropriate life skills and routine activities of daily living and the promotion of independence, self-advocacy and self-reliance;
- guides, prepares and assists students completing work (co-op) placements, as required;

Personal Care

- provides support and physical assistance to meet the established physical needs of students including toileting, diapering, changing clothes and/or teaching personal

hygiene, toilet training, washroom routines, hand over hand feeding, food preparation, modified feeding tools, modeling and monitoring for choking as appropriate, physical transfer and positioning of student with or without equipment;

- implementing general maintenance exercises prescribed by a registered physiotherapist or occupational therapist;
- performs clean and intermittent catheterization, shallow and surface suctioning and provides assistance with Glucometer, Insulin Pump and other procedures related to diabetes, with training as required;

Behavioural Support

- supports and assists teachers in the effective management of student behaviour by promoting the development of appropriate social, communication and behavioural skills and expectations for students, including utilizing the strategies of Non-Violent Crisis Intervention (NVCI);
- provides individual modeling to other staff on behavioural strategies, including in-service training, as directed by the principal;
- performs data collection and analysis of information including observation, tracking, graphing and maintaining logs, as directed through a student's IEP or case conference;
- identifies, designs and delivers programming on a range of strategies, programs and skill development that address student behaviour, social skills, communication, emotional development and safety;

Student Safety

- assists teachers with supervision on class trips, in the classroom, washrooms and hallways, on the yard, at lunch, during examinations, receiving and delivering students to and from transportation, in academic groups and with individuals;
- develops, in consultation with teachers and other Board personnel, the student's individual safety plan and behaviour plan;
- assists teachers with student safety issues including emergency evacuation, medical emergencies, mobility throughout the site, use of specialized equipment, organization and protection of student personal property and equipment;

Collaborative Team

- communicates effectively with all members of the school community including assisting teachers with record keeping, such as documenting student progress, behaviours, medication administration and physical status, as well as assisting in completion of home journals, incident reports, and office referrals; regularly shares observations with school/Board personnel, approved agencies and student parent/legal guardian;
- participates as a member of the school collaborative team, acting as a resource to other staff members and takes part in the discussion of students' progress, problems or needs while maintaining confidentiality;
- performs other duties as may be assigned by the teacher and principal.

Supervision:

No supervision of adults. May work alongside volunteers/college placement students and help guide them in their work. Supervision of students as outlined in student safety.

Main Contacts:

- Internal: students, staff and volunteers
- External: parent(s)/guardian(s), co-operative placement employers, professional and/or government agencies (Children's Aid Society, Access Centre etc.), the general public (taxi & bus drivers)

Education & Experience:

- 3 year college diploma in Child and Youth Worker Program;
- one (1) to three (3) years related experience

Specialized skills:

- Current Non Violent Crisis Intervention (NVCi) Certification (Full Program)

Effort and Working Conditions:

- school environment; moderate exposure to bodily wastes and fluids, foul language and verbal abuse and infectious diseases;
- moderate amounts of dealing with difficult people, rational detachment, exposure to noise, attention to detail and interruptions;
- moderate amounts of lifting or positioning physically disabled students and lifting materials under 5 Kg; moderate amounts of bending and kneeling;

Expected Competencies

In order to fulfill this position with an acceptable degree of competency, the incumbent will be expected to exhibit:

- Integrates the acquisition of knowledge or skills into day-to-day work
- Possesses skills and knowledge to perform the job competently
- Able to convince or motivate others to behave in the desired way
- Organizes and expresses ideas and information clearly, using appropriate and efficient methods of conveying the information
- Expresses alternative points of view in a non-threatening way. Knows when it is appropriate to compromise and when it is important to take a stand
- Is sensitive to the needs, feelings and capabilities of others. Approaches others in a non-threatening and pleasant manner, and treats them with respect
- Builds rapport with a variety of people, and develops alliances to work together toward common goals
- Works on projects as part of a team, exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team members
- Experienced with the use of the equipment. Uses equipment in a safe and efficient manner
- Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions. Demonstrates an ability to work independently
- Works with an aim to assist the system in achieving the Areas of Emphasis, including making decisions and taking actions that will positively affect student achievement and demonstrating our Character attributes
- Demonstrates concern for the accuracy and quality of work, and takes steps to correct mistakes and improve the overall product.

Revised: May 2, 2011



TITLE OF JOB: EDUCATIONAL ASSISTANT

PURPOSE OF JOB:

All positions in the Kawartha Pine Ridge District School Board support the schools' priority of student achievement and the Board's mission to educate our students to excel in learning, to succeed in life and to enrich our communities.

The purpose of the Educational Assistant position is to provide instructional support in academic, social, physical, emotional and behavioural programs for students in a variety of learning situations. As well the Educational Assistant carries out personal care duties to meet the physical needs of students. As part of the student support team, the Educational Assistant promotes and maintains a safe, caring and restorative school environment.

REPORTS TO: School Principal with duties assigned by the teacher

MAIN RESPONSIBILITIES:

Program Support

- provides program support by assisting teachers with the delivery of academic and social/life skills programs for both individual and groups of students by implementing effective learning support strategies and using a variety of instructional support methods, techniques and learning aids: includes scribing, correcting, prompting, reading, keeping student on task, adapting language for re-delivery, reinforcing concepts, lessons and skills, providing information to teachers to assist in creation of student IEP, support students in the use of assistive technology, delivery of appropriate life skills and routine activities of daily living and the promotion of independence, self-advocacy and self-reliance;
- guides, prepares and assists students completing work (co-op) placements, as required;

Personal Care

- provides support and physical assistance to meet the established physical needs of students including toileting, diapering, changing clothes and/or teaching personal hygiene, toilet training, washroom routines, hand over hand feeding, food preparation, modified feeding tools, modeling and monitoring for choking as appropriate, physical transfer and positioning of student with or without equipment;

-
- implementing general maintenance exercises prescribed by a registered physiotherapist or occupational therapist;
 - performs clean and intermittent catheterization, shallow and surface suctioning and provides assistance with Glucometer, Insulin Pump and other procedures related to diabetes, with training as required;

Behavioural Support

- supports and assists teachers in the effective management of student behaviour by promoting the development of appropriate social, communication and behavioural skills and expectations for students, including utilizing the strategies of Non-Violent Crisis Intervention (NVCi);

Student Safety

- assists teachers with supervision on class trips, in the classroom, washrooms and hallways, on the yard, at lunch, during examinations, receiving and delivering students to and from transportation, in academic groups and with individuals;
- assists teachers with student safety issues including emergency evacuation, medical emergencies, mobility throughout the site, use of specialized equipment, organization and protection of student personal property and equipment;

Collaborative Team

- communicates effectively with all members of the school community including assisting teachers with record keeping, such as documenting student progress, behaviours, medication administration and physical status, as well as assisting in completion of home journals, incident reports, and office referrals; regularly shares observations with school/Board personnel, approved agencies and student parent/legal guardian;
- participates as a member of the school collaborative team, acting as a resource to other staff members and takes part in the discussion of students' progress, problems or needs while maintaining confidentiality;
- performs other duties as may be assigned by the teacher and principal.

Supervision:

No supervision of adults. May work alongside volunteers/college placement students and help guide them in their work. Supervision of students as outlined in student safety.

Main Contacts:

- Internal: students, staff and volunteers
- External: parent(s)/guardian(s), co-operative placement employers, professional and/or government agencies (Children's Aid Society, Access Centre etc.), the general public (taxi & bus drivers)

Education & Experience:

- 2 year college diploma in Educational Assistant Program or equivalent;
- up to six (6) months related experience

Specialized skills:

- Current Non Violent Crisis Intervention (NVC) Certification (Full Program)

Effort and Working Conditions:

- school environment; moderate exposure to bodily wastes and fluids, foul language and verbal abuse and infectious diseases;
- moderate amounts of dealing with difficult people, rational detachment, exposure to noise, attention to detail and interruptions;
- moderate amounts of lifting or positioning physically disabled students and lifting materials under 5 Kg; moderate amounts of bending and kneeling;

Expected Competencies

In order to fulfill this position with an acceptable degree of competency, the incumbent will be expected to exhibit:

- Integrates the acquisition of knowledge or skills into day-to-day work
- Possesses skills and knowledge to perform the job competently
- Able to convince or motivate others to behave in the desired way
- Organizes and expresses ideas and information clearly, using appropriate and efficient methods of conveying the information
- Expresses alternative points of view in a non-threatening way. Knows when it is appropriate to compromise and when it is important to take a stand
- Is sensitive to the needs, feelings and capabilities of others. Approaches others in a non-threatening and pleasant manner, and treats them with respect
- Builds rapport with a variety of people, and develops alliances to work together toward common goals
- Works on projects as part of a team, exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team members
- Experienced with the use of the equipment. Uses equipment in a safe and efficient manner
- Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions. Demonstrates an ability to work independently
- Works with an aim to assist the system in achieving the Areas of Emphasis, including making decisions and taking actions that will positively affect student achievement and demonstrating our Character attributes
- Demonstrates concern for the accuracy and quality of work, and takes steps to correct mistakes and improve the overall product.

Revised: May 2, 2011