

Process for Assignment of Educational Assistants

During the spring staffing process, school based teams meet with district staff to review the needs of all known low incidence students with special needs. This information is reviewed by a staffing team that includes the Principal and Vice-principal for Learning Support Services, the manager of CUPE Human Resources personnel and school based administrators. Preliminary allocations to schools are finalized by the end of June. The district allocates educational assistants to individual schools, and school staffs then determine who requires support, and when they require that support in order to meet goals of their Individual Education Plan.

In September school based teams meet to review the learning and behavioural needs of students then schedule educational assistants into classrooms to support students. During the school year, as student needs change and/or students leave or arrive new to the school, the principal, together with the School Based Team may alter the schedules of educational assistants to meet those changing needs. Should the support provided to a particular child change in a significant way from year to year, or within the year, the parents will be consulted.

The classroom teacher has primary responsibility for the educational program of all students, and the educational assistant works under the direction of the teacher. The educational assistant may help to support a number of students in any one (or more) classrooms.

It is Burnaby School District's expectation that all students with special needs will be working toward appropriate levels of independence within an inclusive environment. The article "[Be Careful What You Wish For](#)" offers insight into the pros and cons of direct, one to one support by educational assistants.

If you have questions regarding educational assistant support for your child please request a meeting with the school principal.