



## CLASSIFICATION PRESENTATIONS

BY

CUPE LOCAL 2745

TO

UNION CONSULTATION COMMITTEE

ON INCLUSIVE EDUCATION

CUPE Local 2745

Department of Education

Office of Human Resources

In the  of Education  
Au  de l'éducation  
CUPE Local  
Section locale **2745**

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## LETTER OF AGREEMENT

CUPE 2745 Collective Agreement pg. 144 - 146

BETWEEN: Her Majesty in Right of the Province of New Brunswick as represented by Board of Management, hereinafter called the Employer, Party of the First Part;

AND: The Canadian Union of Public Employees, Local 2745, hereinafter called the Union, Party of the Second Part.

RE: UNION CONSULTATION ON INCLUSIVE EDUCATION

Whereas the Employer and the Union agree with the principle of inclusive education and are committed to working together to provide a quality learning and working environment in which all students reach their full potential; and

Whereas the MacKay Report on inclusive education commissioned by the Province of New Brunswick makes recommendations to improve the delivery of student services; and

Whereas the MacKay Report on inclusive education recommends a greater application of the school-based team approach to the delivery of student services;

Whereas this government is committed to the implementation of the MacKay Report and recognizes that CUPE Local 2745 is integral to the success of inclusive education;

Therefore the Employer agrees to consult and seek input and recommendations from the Union concerning the duties performed by the members of the bargaining unit and improving inclusive education. Within three (3) months of the signing of the collective agreement, the Parties will establish a joint working committee comprised of four (4) Union representatives, two (2) Department of Education representatives and two (2) Office of Human Resources representatives. Employees will receive their regular daily wages on days that committee meetings are scheduled and expenses, including travel, will be paid in accordance with the Provincial Travel Policy. The Union will assume all wages and expenses for its committee representatives who are not employees.

Specifically, the working committee will consider issues such as:

1. the roles and hours of work of school-based employees in an inclusive education system;
2. training and professional development opportunities for school-based employees and identify best practices and methods of delivery;
3. MacKay Report recommendations as they relate to the work of school-based employees;
4. opportunities as well as barriers for the implementation of an inclusive education system. This may include without prejudice discussions concerning relevant collective agreement provisions.

Prior to the expiry of the present collective agreement the Employer undertakes to review the relevant classification specifications to ensure that they adequately reflect the roles and responsibilities of school-based employees in an inclusive education system.

The Union's participation in the joint working committee will not limit or interfere with its participation in the Ministerial Committee on Inclusive Education.

## PROVINCIAL PRESIDENTS MESSAGE

While bargaining our last contract, a Letter of Agreement was negotiated to establish a Union Consultation Committee consisting of equal representation of Union and Employer to discuss issues surrounding inclusion as it pertains to Educational Support Staff.

The CUPE 2745 Provincial Executive Board was divided by classification into working groups to develop a presentation for the Consultation Committee. If more representation was needed for particular classifications, other members were invited to take part in these working groups.

The task given to each working group was to discuss the reality in the school system as it relates to their classification, develop recommendations, identify barriers and create a presentation document to be presented to the Union Consultation Committee. The working group members would also participate in the presentation and in discussions with the committee.

I would like to take this opportunity to thank all the members who were involved in developing the documents contained in this brief. These comprehensive presentations were created entirely by our members using their experiences, observations as well as consultations with other Educational Support Staff. The documents are written in "our words" and are a true reflection of the issues faced by our members on a daily basis. These documents will serve as an important tool in negotiating our next contract.

It is our hope that our recommendations are reviewed and given serious consideration and respect for their merit. Education Support Staff are an integral part of the Education System and a key component for Inclusion. Historically, Educational Support Staff have had little input and continually have their expertise overlooked instead of being valued for their unique perspective and their front line experience. It is imperative that we be considered an equal member of the school community.

The implementation of these recommendations and elimination of barriers would benefit all students and staff in the New Brunswick Education system.

Sandy Harding  
Provincial President

In the  of Education  
Au  de l'éducation  
CUPE Local **2745**  
Section locale



## LIBRARY ASSISTANT

Library Assistant Working Group:

Linda Burley, School Library Assistant - District 8

Debra Tozer, School Library Assistant - District 10

Therese Philippe, School Library Assistant – District 5

*Presented to Union Consultation Committee on:*

February 22, 2008

*Presented by:*

Linda Burley



## School Library Assistant

I'd like to take this opportunity to thank you for allowing me to speak to you today. I work as a Library Assistant II for School District 08, Saint John.

We are meeting for discussions about the Letter of Agreement on page 144 of our Collective Agreement pertaining to Union Consultation on inclusive education.

Also stated in this letter of agreement, specifically, the working committee will consider issues such as the roles and hours of work of school-based employees in an inclusive education system; training and professional development opportunities for school-based employees and to identify best practices and methods of delivery; MacKay Report recommendations as they relate to the work of school-based employees and opportunities as well as barriers for the implementation of an inclusive education system.

Pertaining to the recommendations of the MacKay Report, CUPE Local 2745, would like to address the following recommendations Dr. MacKay made: "that library facilities and materials are accessible and inclusive; materials that promote a positive image of disabilities and diversity, indeed materials that recognize disability and diversity are also important; the skills and attitudes needed to achieve this kind of development in libraries across the province are critical"; enhancing the Quality Learning Agenda for New Brunswick special needs students by "exchanging programs for alternate format materials and measures to increase schools' access to up to date and interesting materials that promote inclusion".

### Recommendations:

- Implement MacKay recommendations as they pertain to school libraries and library assistants
- Kurzweil 3000 educational software with Zoom text which scans text and reads back to student
- Materials to be available to lower levels of readers such as DVD's, books on CD Rom, tape players with audio cassettes;
- Student computers with programs which are adaptable for special needs students' requirements
- Scholastic book orders kept in high school library for lower level readers to order from
- A system to pull out/source books and materials for reading levels

- Accessibility to OPAC (Online Public Access Circulation) to special needs students and teachers because it is user friendly for all and visually stimulating to the non or low level reader (French version being Biblionet)
- A need to create a safe physical, social, emotional and academic atmosphere and environment for all special needs students
- Special keyboards and monitors for certain disabilities, voice activated computer programs
- School Districts maintain a Student Services Library for inter District School loans
- Hours of operation to encompass the entire day including early morning, between classes, breaks and noon hour allowing special needs students access to their school library
- Time to meet with teachers to discuss requirements of special needs students
- Skill sharing among Library Assistants in districts
- Necessary budgetary funding allowing the purchasing of equipment and resources for children with special needs

### Recommendations with Regard to Training:

- Sessions on appropriate web sites to assist students with special needs locate pertinent information facilitated by the Special Needs Learning Specialists or Special Needs Resource Consultants
- Sessions by Technology Mentors on Department of Education on-line library search engines; example, E-Library, Encarta, etc.
- Disability awareness and sensitivity training by Learning Specialists including "Person First Language"
- Training in Kurzweil
- Training on OPAC
- Ergonomics training with regards to special needs student with physical disabilities
- Training on physical limitations; example: visually and hearing impaired students, etc.
- A training on library design and layout to accommodate students with disabilities



## Barriers:

- Library Assistants not being informed of the disabilities of students' special needs. Example, Turettes' Syndrome, Aspergers, ADD, etc.
- Library not meeting the physical needs of all students; example, wheelchair accessibility, Braille materials, proper furniture arrangement, etc.
- Budgetary restraints
- Hours of operation
- Lack of 2745 staffing in school libraries
- Lack of student computers in school libraries
- Language-how we refer to students with special needs and their disabilities / abilities

In conclusion, we believe that these recommendations and acknowledgement of barriers will facilitate the inclusion of special needs students in our school libraries.

For many special needs students, the school library is the only library experience they may have in their lives.

Therefore we feel it is imperative to work as partners in making the school library an accessible, friendly and healthy environment for special needs students.



## **SCHOOL INTERVENTION WORKER**

School Intervention Working Group:

Christianne Robichaud, School Intervention Worker - District 9  
Donna Hebert, School Intervention Worker – District 16  
Sérina Mallet, School Intervention Worker – District 5  
Melissa Sheppard, School Intervention Worker – District 6

*Presented to Union Consultation Committee on:*

April 25, 2008

*Presented by:*

Christianne Robichaud



## School Intervention Worker

I'd like to take this opportunity to thank you for allowing me to speak to you today. I work as a School Intervention Worker in District 9 at W.A. Losier in Tracadie-Sheila.

We are meeting for discussions about the Letter of Agreement on page 144 of our Collective Agreement pertaining to Union Consultation on inclusive education.

In reference to the letter of agreement, the working committee will consider issues such as the roles and hours of work of school-based employees in an inclusive education system; training and professional development opportunities for school-based employees and to identify best practices and methods of delivery; MacKay Report recommendations as they relate to the work of school-based employees and opportunities as well as barriers for the implementation of an inclusive education system.

### Recommendations:

- Developmental appropriate programs
- Equipment provided in regular classroom should be provided in the area where the school intervention worker is stationed
- Come in one week prior to the students to review student files and attend meeting pertaining to the needs of special needs students
- Interaction between SIW and TA
- Transfer meetings between SIW when a child transfers from school to school

### Recommendations in Regards to Training:

- Training and development on specific diagnosis
- Appropriate training as it relates to special needs students such as
  - 1) Non Violent Crisis Intervention
  - 2) First Aid – CPR
  - 3) Suicide Intervention “ASSIST”

### Resources:

- District based Resource Centers for School Intervention Workers to access materials and resources pertaining to strategies and information on various disorders and diagnosis.

### Barriers:

- Hours of Work need to be increased in order to meet with school staff and other resource people to be fully included as part of the school based team,  
for example: Occupational Therapist, School Physiologist, Behavior Mentors
- Prep Time to prepare programs and strategies
- Lack of updated programs and accessibility to programs in general
- Be involved in staff meetings
- Lack of communication between School Intervention Workers and Administration
- Cannot implement the program if the training is not provided

In conclusion with the recognition of the proposed recommendations and acknowledgement of the identified barriers, we believe that the School Intervention Workers would be more effective when dealing with Special Needs Students.

As School Intervention Workers we believe in Policy 7.03 "Every Child Has A Right To An Education In A Safe, Controlled Environment".



## STUDENT ATTENDANT

Teacher Assistant Working Group:

Anik Roy, Teacher Assistant – District 11  
Karen Gould, Teacher Assistant – District 1  
Candace Carr, Teacher Assistant – District 6  
Theresa McAllister, Teacher Assistant – District 16  
Ida Haggarty, Teacher Assistant – District 15

*Presented to Union Consultation Committee on:*

June 27, 2008

*Presented by:*  
Theresa McAllister  
Karen Gould  
Anik Roy



## Students Attendants

I'd like to take this opportunity to thank you for allowing me to speak to you today. The presentation is on behalf of the Student Attendants. Student Attendants work is very demanding as are the needs as the children they service, both on the bus and in the school.

We are meeting for discussions about the Letter of Agreement on page 144 of our Collective Agreement pertaining to Union Consultation on inclusive education.

In reference to the letter of agreement, the working committee will consider issues such as the roles and hours of work of school-based employees in an inclusive education system; training and professional development opportunities for school-based employees and to identify best practices and methods of delivery; MacKay Report recommendations as they relate to the work of school-based employees and opportunities as well as barriers for the implementation of an inclusive education system.

The MacKay Recommendations and Report does not reflect the reality of the majority of Student Attendants in New Brunswick. The reality in the school system is that the majority of Student Attendants are used as Bus Attendants to assist with transportation to and from school.

### Recommendations:

- Make the present Student Attendant classification a holding classification thus changing the present classification to a Bus Attendant
- That the Student Attendant receive appropriate training as per the students they service
- Teacher Assistants should retain all duties within the school to maintain consistency
- Create and maintain a safe, physical environment with appropriate safe guards to ensure the safety of all concerned
- Ensure that proper working equipment is provided for health and safety of students and staff.
- An ergonomic work station should be provided for all Student Attendants
- Create a student to Student Attendant ratio to provide better service to all students on the bus
- Students who receive full support from TA's in schools must maintain such support for transportation as this does set the tone for the students day.

## Recommendations in Regards to Training:

- Appropriate training on specialized equipment such as lifts, electric chairs, etc.
- Specific training as per diagnosis and needs
- Professional Development pertinent to the needs of the students

## Resources:

- Resource Center- access materials and resources pertaining to strategies and information on various disorders and diagnosis!
- Exchange of communication/information between front line workers ie Teacher Assistants and School Intervention Workers
- Proper training on equipment as per manufacturer specs
- Availability of proper equipment and repairs to such

## Barriers:

- Student Attendants on the bus are disconnected from the school community
- Too many students with various high level of needs on the bus
- Lack of communications/information
- Time restraints on the scheduling of the buses
- Not enough buses for the special needs students

In conclusion, the provision of services and the promotion of inclusion should be the main objective for Student Attendants to support and fulfill the student needs while maintaining their dignity and to encourage full inclusion.

Implementation of recommendations and elimination of barriers would be beneficial to the students and educational system. The end result could produce a more independent member of society.

With the implementation of the preceding recommendations as they pertain to the Student Attendants all kids "could come first" in achieving their full potential. In order for inclusive education to be successful, we must focus on a plan for all to succeed instead of fail.

## TEACHER ASSISTANT

# Reality Check



*Presented to Union Consultation Committee on:*

*June 27, 2008*

*Presented by:*  
Theresa McAllister



## Reality Check of the duties of a Teacher Assistant

Presented by Theresa McAllister

As a Teacher Assistant I feel the responsibilities and roles of Teacher Assistant's have become more intense throughout the years. We are losing the battle to maintain the children who are not categorized as priority one. This work is not of limited complexity as indicated in the job specs, it is of intense complexity as the needs of the students have changed immensely. The classification specifications of the Teacher Assistant do not reflect the needs of the students or the reality of the schools.

In general, Teacher Assistant roles and duties can and do differ dependent on the severity of the student or students that we work with, the environment we work in, the support and services we have access to and the goals that are to be achieved.

At times Teacher Assistants are overwhelmed by some of the medical procedures, therapeutic needs and disciplinary methods that are part of their assigned duties.

Another major concern is the violence that we face and are expected to tolerate "*as part of our job*" each day. We believe that a Department Of Education Provincial Policy should be established and implemented that deals with violence from all students that would give Teacher Assistants' equal respect that is already given to principals, teachers and outside resources.

The chain of command in the schools at times is nonexistent. We do not always have a teacher to assist and take direction from. We are not part of the strategic team to have effective collaboration and input on SEP's. Although we may spend 95% of our day with these students our opinions, strategies' and experience are not considered nor valued, thus the students do not always reach their full potential.



## TEACHER ASSISTANT

Teacher Assistant Working Group:

Sharon Thompson, Special Instructor - District 8  
Theresa McAllister, Teacher Assistant – District 16  
Anik Roy, Teacher Assistant – District 11  
Karen Gould, Teacher Assistant – District 1  
Candace Carr, Teacher Assistant – District 6  
Ida Haggarty, Teacher Assistant – District 15  
Janelle Desjardins, Teacher Assistant – District 3

*Presented to Union Consultation Committee on:*

September 19, 2008  
October 3<sup>rd</sup>, 2008

*Presented by:*

Theresa McAllister  
Karen Gould  
Anik Roy  
Ida Haggarty  
Janelle Desjardins  
Candace Carr



## Teacher Assistants

We are meeting for discussions about the Letter of Agreement on page 144 of our Collective Agreement pertaining to Union Consultation on inclusive education.

In reference to the letter of agreement, the working committee will consider issues such as the roles and hours of work of school-based employees in an inclusive education system; training and professional development opportunities for school-based employees and to identify best practices and methods of delivery; MacKay Report recommendations as they relate to the work of school-based employees and opportunities as well as barriers for the implementation of an inclusive education system.

Since the introduction of inclusion in the mid 80's, Teacher Assistants have experienced many changes. There has been a progressive increase in the needs of students; behavioral, medical and academic needs are far greater and increasing at a staggering rate.

The job of Teacher Assistant is certainly not of a "limited complexity" and the critical thinking and problem solving skills that the Teacher Assistants possess are complex and relevant to the students achieving their individual goals.

One of the most disturbing trends in recent years has been the lack of communication and input from Teacher Assistants as part of a strategic student service team.

When students spend the majority of their day with a Teacher Assistant the experience, knowledge and input from the Teacher Assistant should be taken seriously to ensure the best interest of the child is paramount. Teacher Assistants are an integral part of the student's successful education experience and therefore should be an equal member of the school based team.

An equally disturbing trend is the increase of the violent behaviors of students and the lack of adequate policies and procedures to deal with these occurrences. These incidents must be dealt with in a consistent manner that is respectful to all employees. It has somehow become acceptable for Teacher Assistants to endure violent acts.

The abuse Teacher Assistants experience further emphasizes the ignorance of what the true role of a Teacher Assistant is in the New Brunswick Education System.

## Recommendations:

- Establish a funding model for Teacher Assistants. This funding should be made available to student services within each school district to allow for hours of work, stable staffing, training etc. Appropriate funding would demonstrate the commitment of the Department Of Education to a successful inclusive education system.
- Hours of work for Teacher Assistants must be increased to 36¼ hours per week in order for full inclusion to be successful. Full time hours (36¼) for Teacher Assistants will allow the following:
  - Allow Special Needs Students to remain at school for a longer school day, thus allowing them to be fully included
  - In order for true inclusion, special needs/challenged students should be given the opportunity to participate in the full school experience including extracurricular activities
  - Effective collaboration and communication between teachers and other specialists
  - Professional development and training
  - Prepare and adapt materials specific to the student's needs
  - Important communication between Educational Support Staff [i.e. Teacher Assistants, School Intervention Workers and Student Attendants]
- Establish and implement a Department of Education provincial policy that deals with violence from students. There should be set consequences for any violent act towards Teacher Assistants and these consequences must be administered consistently for all school staff.
- Teacher Assistants should be scheduled a week prior to the students start date, this would allow for proper preparation and a smoother transition for students for the new school year. It would be extremely beneficial for the student if the school was made ready for them prior to their arrival in September. Teacher Assistants would be a vital resource in coordinating any necessary adaptations required by the student [i.e. accessibility, individual student needs, materials, equipment, etc].

The presence of Teacher Assistants the week prior to school starting would allow for important communication and collaborate with other school personnel.

- Teacher Assistants should be fully included in all aspects of the school base student services team as an equal participating member, especially in the

development and implementation of SEP's. Teacher Assistants have a wealth of knowledge and hands on experience that should be utilized for the successful inclusion of special needs/challenged students.

Input from teachers assistant is essential for the success of an inclusive education system and more importantly for students to reach their full potential.

- For total inclusion to be successful accessibility is required. Building modifications and equipment are paramount to full inclusion of special needs/challenged students [i.e. cafeteria, playground, library, gym etc]. Appropriate and up to date equipment is essential and proper training on equipment as per manufacturer's specifications.
- Implementation of team training for all educational and educational support staff. Team training equals effective partnerships and ensures delivery of a quality inclusive education system.
- Teacher Assistants should work collaboratively with teachers and other specialists. Teacher Assistants should assist teachers/specialists in adapting curriculum and creating appropriate materials. These adapted materials and class curriculums (modified and un-modified) should be provided and followed in order for students to meet SEP goals and for true inclusion to occur.
- A complete revamp of the classifications/specifications for Teacher Assistants. The current job specifications do not reflect the needs of the students or the reality of the duties performed in the school.
- The name Teacher Assistant should be changed to Educational Assistant to better reflect their role in the education system. The Educational Assistant and classification is the accepted norm throughout Canada. The role of a Teacher Assistant has now evolved into primarily assisting the student in implementation of their educational plan and less expectation on assisting the teacher.

## Recommendations in Regards to Training:

- Relevant Professional Development provided on designated days
- Training required including specialized training must be provided on an in-service (in-house model) to all Teacher Assistants and other Educational Staff.
- Teacher Assistant input on Professional Development and training is essential
- Training and development on specific diagnosis (awareness on seizures, CP, diabetes, MD, MS, etc.)
- Specialized equipment training on lifts, electric chairs, evacutrac, braces, walkers, epipens, catheter, glucose monitor, tube feeding etc.
- Certain training should be provided to all personnel involved with the student to ensure consistency within the school based team

The current model of training [i.e. ABA/ASW] is problematic and flawed. Some of the most serious issue are:

- Limited seats available
- Questionable selection process
- Classroom teachers/resource teachers/supervisors not trained in ABA
- Course designed for preschoolers
- Pre-entry requirements do not reflect Teacher Assistant job specifications and qualifications - experience and prior training ignored

Training is an important and effective tool for Teacher Assistants in an ever changing educational environment. On-going and current training that is relevant will benefit the entire educational process.

The current method of training is either non-existent or provided in an inefficient, ineffective and inadequate manner. The total disregard of seniority (experience) when providing training not only goes against a corner stone union principle but shows an extreme lack of respect and recognition for your senior employees. This lack of recognition and acknowledgement of experience of your Teacher Assistants does not serve in the best interest of the student. The Department Of Education must be diligent in the training of all Teacher Assistants. It is imperative that the employer invest in the Human Resources (Teacher Assistants) that are currently employed.

Training and education is a partnership and Teacher Assistants are willing and dedicated partners.

Resources:

- Resource Center to access materials and resources pertaining to strategies and information on various disorders and diagnosis
- Access to behavior tracking systems
- Accessible resources to allow information to be shared by those involved (centers, e-libraries, equipment within districts)
- Develop the opportunity for Teacher Assistants to exchange best practices information. Teacher Assistants have a wealth of knowledge and experience

### Barriers:

- The lack of full time (36 ¼) hours is a huge obstacle in Teacher Assistants fully participating and contributing in the inclusion process.
- Teacher Assistants for the most part are not included in team meetings and are not considered an equal member of the school based team
- Teacher Assistants are not allocated preparation time to prepare programs /create and gather appropriate materials in order to be ready to work with students in an efficient and organized manner
- Lack of updated programs/materials or accessibility to such is limited
- Teacher Assistants are not involved in staff meetings thus creating a massive communication breakdown
- There is a lack of communication between Teacher Assistants, Teachers and outside agencies
- Important and essential information is not provided to Teacher Assistants which impacts the well being of all students
- Special needs/challenged students have a lack of course selection and appropriate curriculum and this creates difficulty working with students
- Consideration of special needs/challenged students are secondary to those of other students. This creates frustration, lack of interest and behavior problems which filters back to the Teacher Assistants

In conclusion, we feel the implementation of an inclusive education system requires a partnership between employee and employer. Respect is the foundation of this partnership and respect for Teacher Assistants should be promoted at all levels starting with the Minister of Education.

In order for inclusive education to be successful, we must focus on a plan that encompasses all students. Teacher Assistants are a key component for inclusion in New Brunswick schools. Teacher Assistants not only impact special needs/challenge students but the entire school environment.

Implementation of recommendations and elimination of barriers would be necessary for a successful inclusive education system. All students regardless of their ability/diagnosis should be considered a priority and should have access to a Teacher Assistant. This would enable them to embrace their passion for learning. All 'kids could come first' in achieving their full potential if a true inclusive education system existed.

New Brunswick is blessed with committed, passionate, caring and innovative Teacher Assistants who are crucial in achieving true inclusion and an education system second to none.





## **SCHOOL FACILITIES AND WORKING CONDITIONS**

The lack of proper and well equipped facilities for Special Needs Children is a constant challenge for both the Teacher Assistant and student. Consideration for the needs of children with disabilities should be given when building new schools and also in remodeling existing schools. This not only applies to accessibility regulations but to workspace. It is important to design specialized and dedicated workspace for Special Needs/Challenged students that will accommodate their wide ranging needs.

It is time that the practice of relegating Teacher Assistants and students to storage rooms, closets etc. in an attempt to find a space be discontinued. These practices are not acceptable and need to be addressed with policy and a clear facilities work plan. This also will show a true commitment to the student's dignity and well-being as well as respect for the duties that Teacher Assistants perform.

Appendix A ..... Workspace designed by Teacher Assistant Working Group.



## SCHOOL ADMINISTRATIVE ASSISTANT

School Administrative Assistant Working Group:

Sandy Harding, School Administrative Assistant - District 6

Marilyn MacCormack, School Administrative Assistant - District 15

Sherry Wilkins, School Clerk 1V – District 18

*Presented to Union Consultation Committee on:*

January 25, 2008

*Presented by:*

Sandy Harding

Marilyn MacCormack

Sherry Wilkins



## School Administrative Assistant

I'd like to take the opportunity to thank you for allowing us to speak to you today. We work as School Administrative Assistants in District No. 6, 15 and 18.

We are meeting for discussions about the Letter of Agreement on page 144 of our Collective Agreement pertaining to Union Consultation on inclusive education.

Also stated in this letter of agreement, specifically, the working committee will consider issues such as the roles and hours of work of school-based employees in an inclusive education system; training and professional development opportunities for school-based employees and to identify best practices and methods of delivery; MacKay Report recommendations as they relate to the work of school-based employees and opportunities as well as barriers for the implementation of an inclusive education system.

### *Recommendations:*

- Recognition that this position entails supervision of students in the office.
- Dedicated time for paper work and inputting information in Win School for Special Need Students that is incurred during work hours.
- Time allocated for work incurred for both internal and external resource people who are coming in the schools to meet with the resource teacher and teacher assistant as well as students.
- Recognition that School Administrative Assistants are responsible for crisis situations as they pertain to special needs students. The School Administrative Support Staff are the key component to crisis response.
- Dispensing of medication to students should cease or be recognized in the job description.

## **McKay Report Recommendations- CUPE 2745 Summary**

Connecting Care and Challenge: Tapping Our Human Potential  
Inclusive Education: A Review of Programming And Services in New Brunswick

Recommendation 23:                      *pg. 242*

### **Teacher Assistant**

- a) Position Description updated to reflect actual duties
- b) Teacher Assistant Training – Course
- c) Training to T.A.'s on an per-service and in-service bases
- d) Full – Time hours – Giving stability, curb bumping
- e) Working Conditions – Violence unacceptable

Recommendation 24:                      *pg. 244*

### **Student Attendant**

- a) Position Description updated for Student Attendant
- b) Shared financial responsibility (departmental)
- c) Stability

Recommendation 25:                      *pg. 245*

### **Library Assistant**

- a) More information on how to service children with exceptionalities to help further inclusion in school libraries.
- b) Increase access to materials

Recommendation 29:                      *pg. 248*

### **School Intervention Worker**

- a) Create budget for positions & S.I.W. to student ratio (2 year time-line)
- b) Appropriate Accreditation Program

# Workspace for Students with Exceptionalities

1<sup>st</sup> level room

40'

