



Parkland School Division

Protocol for Educational Assistants working in the home of Students with Complex Needs

Parkland School Division has a number of students who have been identified with extra-ordinary needs, which means these students require educational assistant support within the educational environment in order for them to participate. The role of the educational assistant supporting students with extra-ordinary needs may vary depending on the presenting needs but likely supports one or more of the following:

- Facilitating access to information – examples include braille transcription, sign language, alternative format materials such as large print, audio, or tactile, communication devices or assistive technologies.
- Supporting daily living skills such as toileting, feeding, self- help, and positioning.
- Ensuring that the student and peers are safe.
- Supporting student regulation (body breaks, extinguishing behaviors, gauging and managing self-stimulating behaviors)
- Communication and/or social skills.
- Facilitating the acquisition of disability specific skills such as proficiency in braille reading and writing.

Note: the educational assistant is supporting the student **within the educational environment** to facilitate full participation in the educational programming that is being offered. In those situations where a family has made the decision to access the at home learning for school re-entry (option 2) the following procedures are applicable:

- Decisions regarding whether or not an educational assistant should be deployed to work with the student in the home environment should be made on a case by case basis.
- The decision-making process should consider:
 - Home environments are different from school environment so identify what educational support does the student need **in the home environment** to participate in the educational programming being offered? (refer to the above list to identify potential gaps)
 - Assess the gaps and develop a plan to minimize the gaps without the educational assistant needing to go into the home. For example: assess what supports/materials can be prepared in the school environment and then delivered for use in the home.
 - Many of our students with complex needs have in-home support provided through Family Support for Children with Disabilities (FSCD). Investigate if increasing in-home support is possible.

- If the team identifies that a gap cannot be resolved through support from the educational assistant working from the school then consider the following prior to deciding whether or not assistance support in the home is possible:
 - Is the educational assistant comfortable to work in the home environment?
 - Is there an option for another educational assistant to work in the home that would be comfortable?
 - Ensure that the family and the educational assistant are using the COVID-19 Self-screening questionnaire on a daily basis. The individual with a yes answer will complete the AHS assessment tool and follow instructions.
 - The assistant is working under the direction of the virtual teacher and should be fully updated on the child's safety plan, behavior plan and individual program plan.
 - The plan will address the following:
 - when and what personal protective equipment will be used for the time spent in the home. (for student, assistant and other individuals in the home at the time).
 - The timetable for the educational assistant work in the home (schedule) Any shift that is 5 or more hours per day will need a 30-minute unpaid lunch break. Any shift that is 6 or more hours per day will need a 30 or 60 min unpaid lunch break, and two, 15 minute paid breaks.
 - If the assistant or anyone in the home show symptoms the educational assistant must leave.
 - The educational assistant must never be in the home alone with the student.

The home and educational assistant will abide by Alberta Health regulations and guidelines at all times.