



SUN WEST
SCHOOL DIVISION

Success for all

Educational Assistant Handbook


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SECTION A
SUN WEST SCHOOL DIVISION INFORMATION

Vision, Mission and Principles

Guiding Principles for Educational Assistants



SUN WEST
SCHOOL DIVISION
Success for all

Vision
Success for all

Mission
Learning together

Principles

Accountability

- ☼ We value individual and organizational accountability.
- ☼ We champion responsibility toward each other as individuals, as governing bodies, schools and communities.

Respect

- ☼ We value a culture of mutual respect, trust and understanding.
- ☼ We champion the creation of safe, positive, caring environments.

Cooperation

- ☼ We value cooperative and collaborative relationships which promote responsible citizenship and the appreciation of rural culture.
- ☼ We strive to be approachable, active listeners who openly share information, express our ideas and attempt to understand the ideas of others.

Lifelong Learning

- ☼ We value teaching the whole child in learning environments that develop the student's potential.
- ☼ We strive to provide meaningful, creative, and innovative learning opportunities.

Leadership

- ☼ We value responsible leadership which is committed to creating and maintaining a positive, productive and unified school division.
- ☼ We strive for excellence in teamwork and shared effective leadership in our school division.

Guiding Principles for Educational Assistants

- Assist the student to achieve his/her potential
- Develop greater student independence
- Build the student's self-esteem
- Act as a positive role model
- Follow safety protocols
- Be a contributing team member
- Be flexible – open to suggestions and adapt to change
- Support and carry out the collaborative program as set out by the team
- Observe communication protocol including sharing knowledge of student as appropriate
- Practice professionalism by following the code of ethics
- Participate in on-going professional development

SECTION B
CODE OF ETHICS

Educational Assistant Code of Ethics

Definition

What are ethics? They are the principles of conduct and moral values that govern any individual or group of people. Most ethical issues that educational assistants struggle with relate to concerns about specific students and programs and disagreements within the school team.

Therefore the Educational Assistant shall:

1. Maintain confidentiality:
 - To keep the trust under which confidential information is exchanged as it pertains to school and student issues.
2. Commitment to the student and parent/guardians
 - Respect the dignity of each student regardless of disability, race, gender, or cultural background.
 - Deal fairly and justly with each student.
 - Encourage student growth and independence.
 - Advocate for the student.
 - Protect student from exploitation.
 - Collaborate with the parent/ guardian as a member of the team
 - Communicate with parents as directed by the classroom or student support services teacher
3. Commitment to the profession:
 - Conduct oneself at all times in a respectful manner
 - Maintain a standard of appropriate dress, and conduct generally accepted by the school division.
 - Fulfill the role through co-operation, collaboration, and teamwork.
 - Direct all concerns privately to the person involved first. If this discussion does not produce a positive solution then the person must be informed that the situation will be taken to the school administrator.
 - Acknowledge and use the appropriate channels of communication within the profession.
 - Participate in appropriate inservices which will enhance job performance.
 - Respond unselfishly to colleagues seeking professional assistance.
4. Support to the Sun West School Division:
 - Adhere to all the terms of a duly negotiated collective agreement.
 - Maintain a reasonable and proper loyalty to school and division administration.
 - Maintain consistency in the application of school and division policies, procedures and guidelines.
 - Perform services to the best of one's abilities as per job description.

5. Commitment to Safety:

- The Educational Assistant who is asked to carry out a specific procedure may be provided appropriate training at the request of the student support teacher or school administrator.
- By law, educational assistants who have reasonable grounds to suspect child abuse must report such to the proper authority according to the Sun West School Division Administrative Procedure AP 330 Protective Services.
- For educational assistants working with students requiring personal care or physical touching, it is important to ensure that the child's Personal Program Plan and its implementation are clear to the parents/guardians. Educational Assistants may be vulnerable to false accusation. It is advisable that they touch students only as a specified part of the job role.

SECTION C
ROLE OF TEAM MEMBERS

Roles of Team Members

Educational Assistant

1. Team Support

- Participate in the decision making process regarding individual student needs as requested by administration
- Provide feedback to the parents/guardians under the direction of the teacher
- Document and share information regarding the student's progress to the team members as requested by the supervising teacher.

2. Rapport with students

- Show enthusiasm, patience and understanding
- Treat students in a respectful, responsible and fair manner
- Acts as a positive role model
- Maintain an effective and cooperative relationship

3. Instructional Support

- Assist students in performing activities initiated by the teacher
- Reinforce concepts using appropriate strategies
- Adapt and assist in the preparation of instructional materials
- Monitor and reinforce learning in small groups and individuals.
- Encourage independence in students
- Demonstrate a sense of awareness when an individual needs assistance

4. Social/Behavioural

- Assist with carrying out a behaviour management system
- Monitor behaviour
- Assist in adjusting programs for students who have behaviour management goals.
- Reinforce social and personal skills

5. Non-instructional Support

- Assist in duties assigned due to specific student physical needs
- Assist with school supervision duties assigned by School Based Administrator
- Administer medication and record appropriately according to school division policy (Administrative Procedure 160 Health and Safety of Students and Staff
- Provide lifting and medical procedures when required according to school division Administrative Procedure 316 Administering Essential Medication and to Students/Personal Care

6. Professionalism

- Demonstrate ethical and confidential behaviour
- Promote an atmosphere of respect
- Seek professional growth
- Effectively address conflicts
- Demonstrate responsible work ethics
- Contribute to school functions and activities

Classroom Teacher

- Identify the unique learning needs of students
- Accept responsibility as the primary educator for all students in the classroom
- Consult with the student support teacher, parents/guardians, and other Student Services personnel in developing the student's support plan or a personal program plan
- Provide goals, teaching strategies, materials, and evaluation criteria to the educational assistant
- Provide the educational assistant with behaviour management expectations
- Cooperate in scheduling resource time to meet the needs of students
- Communicate regularly with parents/guardians and child's school support team
- Participate in program planning
- Communicate daily with the educational assistant regarding classroom activities
- Communicate regularly with the educational assistant regarding performance
- Seeking the educational assistant's input regarding individual students
- Resolve conflicts with educational assistant at the personal level first (teacher/ educational assistant); school level second (administration); and school division level third

Student Support Teacher

In addition to the above responsibilities of the classroom teachers, student support teachers are responsible for the following:

- Collaborate with classroom teachers and/or educational assistants on matters relating to program development, materials, instructional techniques, and student information.
- Assist in the development of the educational assistant's schedule
- Be a part of the school-based student support team.
- Identify in-service needs of the educational assistant
- Assist the team in the educational assistant's professional performance appraisals
- Aid the resolution of conflicts at the personal level first

School-Based Administration

- Oversee the administration of the student support program in the school; schedule a student support team to review student support caseloads, student needs, appropriate programming; and review referrals
- Discuss and monitor the educational assistant's professional growth plans.
- Oversee the allocation of educational assistants to best support student needs, monitor their hours of work and complete an evaluation of their specific job function and performance on a regular cycle according to Sun West School Division procedures (Administrative Procedure 400 Staff Recruitment and Selection).
- Arbitrate any disagreements between educational assistants and resource and/or classroom teachers, referring matters to the Superintendent of Education responsible for Student Support Services.

Student Support Services Consultant

- Act as a consultant with the school-based student support team in the planning and delivery of special education services and programming
- Consult with the student support teacher regarding caseloads, delivery of service, referrals, and implementing, and monitoring of student personal program plans
- Facilitate professional development and meetings

Teacher/Educational Assistant Roles and Responsibilities

(Adapted from Creating Opportunities, 2001 pg. 72)

Teacher	Educational Assistant
<p>Key Roles:</p> <ul style="list-style-type: none"> • Responsibilities for planning for all students and for providing direction and guidance to the EA as to specific duties which will support services to students. 	<p>Key Roles:</p> <ul style="list-style-type: none"> • To support implementation of programs.
<p>Instructional</p> <ol style="list-style-type: none"> 1. Design and deliver a well-planned, coordinated program for each child. 2. Assess, set and implement goals, plan instructional strategies, and materials. 3. Provide the goals, teaching strategies, and evaluation criteria to EA for each lesson for which the EA is responsible. 4. Provide the EA with the materials and the manner in which the student is to be directed. 5. Evaluate student's progress. 6. Train the EA to observe target behaviours. 7. Train the EA to implement behaviour management techniques. 8. Provide the EA with goals and expectations for learning and behaviour. 9. Provide the EA with the necessary information regarding personal care needs. Give appropriate notice to the EA regarding any change in the daily routine which may interfere with the schedule of personal care for the student. 	<p>Instructional</p> <ol style="list-style-type: none"> 1. May provide input during planning phase as a member of the inclusion team. 2. Assist with the preparation of instructional materials. 3. Under the direction of the teacher, provide direct instruction to; <ul style="list-style-type: none"> • Individual students • Small groups • Large group while the teacher works with individual students 4. Provide reinforcement or drill following a lesson and assist with follow up assignments. 5. Provide the teacher with feedback regarding student performance. 6. Assist the teacher in observing, recording and charting learning and behaviour. 7. Monitor behaviour management and maintenance following goals and techniques provided by the teacher. 8. Supervise in community settings. 9. Tend to the personal needs of the students when necessary.
<p>Management</p> <ol style="list-style-type: none"> 1. Communicate with parents. Check with the EA to gain any information which may need to be shared with parents. 2. Establish and clearly communicate to the EA a job description, student characteristics and goals, discipline procedures and class rules. 3. Manage and supervise work of the EA. 4. Communicate with the EA regarding the EA's performance by providing positive and specific feedback. 	<p>Management</p> <ol style="list-style-type: none"> 1. Provide teacher with feedback regarding student performances, and personal information which may need to be passed on to parents. 2. Communicate with the teacher to clarify duties, to understand student needs, and to support the teacher with regard to discipline and class rules. 3. Follow teacher direction and expectations. 4. Communicate with the teacher regarding performance by providing positive and specific feedback.
<p>Non-Instructional</p> <ol style="list-style-type: none"> 1. Include the EA as a team member by seeking the EA's opinions as he/she works closely with the students. 2. Provide training for the EA in such areas as expectations, teaching strategies, observing and recording behaviour, and the manner in which students are to be assisted. 3. Conduct yourself professionally. 4. Respect confidentiality. 5. Be a model for the EA and students. 6. If working with students in not required all the time, the EA may assist by preparing adaptations to learning materials. 	<p>Non-Instructional</p> <ol style="list-style-type: none"> 1. Participate as a team member by providing suggestions and feedback to the teacher. 2. Learn the expectations, philosophy and teaching styles of each teacher in order to support and compliment the teacher for the benefit of all students. 3. Conduct yourself professionally. 4. Respect confidentiality. 5. Be a model for the teacher and students. 6. Prepare and adapt the learning environment.

Personal Well Being

Communicable Disease

Communicable disease control in the school setting is important. The prevention of the spread of infection is often addressed by attempting to exclude sick students from attending school when they are ill, but it should be remembered that many infections remain undiagnosed because they are mild and cause few symptoms. Also, many infections can be passed on before symptoms appear. Students who appear healthy may be chronic carriers of infection.

For this reason, school staff must be vigilant in taking precautions to prevent the spread of disease. School staff has a leadership role in ensuring that precautions are taken to prevent the spread of infection. Following the procedures outlined in the Communicable Disease Control Procedures Handbook and ongoing communication with supervisors regarding prevention and intervention are of primary importance in reducing communicable diseases.

Communicable Disease Control Procedures Handbook (refer to Sun West website)

Personal Health

Stress is a normal part of everyone's life. The key to maintaining a healthy personal well being is to recognize when stress is becoming too overwhelming and taking control of one's life psychologically and physiologically.

Symptoms of Job Stress

The signs of job stress vary from person to person, depending on the particular situation, how long the individual has been subjected to the stressors, and the intensity of the stress itself. Typical symptoms of job stress can be:

- Insomnia
- Loss of mental concentration
- Anxiety
- Absenteeism
- Depression
- Substance abuse
- Extreme anger and frustration
- Family conflict
- Physical illnesses such as heart disease, migraine, headaches, stomach problems, and back problems

Educational Assistants can help to alleviate their own stress by:

- Recognizing the symptoms of burnout.
- Recognizing the need to strike a balance in life between the various domains – social, intellectual, spiritual, recreational.
- Reading literature on stress.
- Realizing the value of creative thinking.
- Realizing the value of making contributions to the instructional program.
- Finding a reprieve from classroom demands through strenuous exercise and relaxation techniques.
- Sharing stress and success stories with co-workers.

- Interacting constructively with children.
- Reflecting on your feelings of accomplishment.
- Developing positive feelings about oneself and how you contribute to others lives.
- In cases of chronic stress, consulting a health professional.

For more information on stress and personal well being refer to the following website:

<http://www.lifepositive.com/Mind/psychology/stress/stress-at-work.asp>

SECTION D
PROFESSIONAL DEVELOPMENT

Professional Development

Introduction

Educational assistants provide a very valuable service to students and often work with some of the most challenging students in the school division. Professional development needs will vary and educational assistants are encouraged to think about their individual situation and develop plans according to how they can best acquire skills that will enhance their work with students. Educational assistants may be required to attend professional development that relates specifically to the needs of the students with whom they are working. Some professional development will be support staff initiated and some will be division requested professional development.

Procedures:

1. Sun West School Division office personnel, in collaboration with school administration, will arrange for the inservice needs of educational assistants. Professional development may be part of the Division's opening day activities and/or on a separate day when all educational assistants are provided options to assist in their professional development needs.
2. All educational assistants will complete **Form 417-4 Support Staff Growth Plan** and discuss with the school-based administrator at the beginning of the school year.
3. The Sun West School Division Board of Education may provide funding to meet the professional development needs of educational assistants according to his/her job description.
4. A formal process of applying for support staff–initiated professional development is according to: **Administrative Procedures 417 Support Staff Professional Growth and Development** using **Form 417-5 Support Staff Professional Development Approval (Estimate/Actual)**.
 - a. Before the Professional Development:
 - Complete the **Form 417-5 Professional Development Approval (Estimate/Actual)** request form with **cost estimates** and ensure you have obtained approval from the school-based administrator who will forward it to the area superintendent.
 - b. After the Professional Development:
 - Complete the **actual column** on **Form 417-5 Support Staff Professional Development Approval (Estimate/Actual)** and attach original receipts for expense claims.

SECTION E
PERFORMANCE APPRAISAL

Educational Assistant Performance Appraisal

Please review and discuss the Educational Assistant Performance Appraisal with your school-based administrator. The performance appraisal is available on the Sun West School Division website under the Employment tab – CUPE Job Description Appraisal Forms.

SECTION F
INSTRUCTIONAL SUPPORT

Strategies for Working with Students

There are a multitude of strategies that may be used in a variety of contexts to assist students in meeting their learning goals and potential. The foundation of student success is their level of confidence and self-esteem.

- Self Esteem
- Behaviour Management
- Instructional Strategies

Self Esteem

- Use a variety of multi-sensory activities: games, videos, songs, chants, and language-based activities to stimulate interest.
- When directed by supervising teacher:
 - reduce the amount of work to be completed.
 - allow students extra time to complete assignments.
 - use learning aids such as calculators, computer software, sequencing charts, cue cards, diagrams, and manipulatives.
- Focus on student strengths.
- Use positive directives (e.g. "Please use your indoor voice.")
- Guide students to understand that mistakes are part of the learning process.
- Help students learn that success comes one step at a time.
- Model desired appropriate behaviours.
- Be explicit: Respect looks like, sounds like, feels like...
- Allow students some choice in activities.
- Ensure a balance between success and challenge.
- Provide opportunities for independent learning and social interaction.

Behaviour Management

- Provide advance notice of transitions.
- Anticipate and prevent problems.
- Reinforce routines, expectations, and logical consequences with students.
- Avoid confrontation by using "I" messages. (e.g. "I need you to...")
- Be flexible and non-judgmental.
- Use positive reinforcement.
- Be consistent.
- Provide student choices.

Support Strategies (as directed by the supervising teacher)

- Repeat or rephrase instructions in simpler terms.
- Present directions in written and verbal forms.
- Use highlighting.
- Use picture cues.
- Use mnemonic devices.
- Modify material.
- Allow more time.
- Reduce work load.
- Use graphic or visual organizer. (e.g. concept webs, compare and contrast, T-charts, story outlines, story sequences, picture dictionaries, Venn diagrams)
- Photocopy notes.
- Use fill-in-the-blank form of notes.
- Provide a scribe or reader.
- Provide an answer key (e.g. to work a problem backwards).
- Provide a study buddy.
- Pre-teach new vocabulary and contents.
- Allow for alternate test forms (e.g. open book, oral, scribe, tape record).
- Adjust/Modify/Adapt amount of homework.
- Provide alternate settings.
- Make use of appropriate computer applications (e.g. Kid Pix).
- Use calculator.
- Use recording device.
- Ask students to paraphrase, summarize, or repeat key points.
- Present new material in simple, concrete terms.
- Brainstorm and discuss new ideas.
- Relate new ideas to students' previous understanding/experience.
- Conduct tutoring activities (e.g. adult-to-student, peer).
- Use clear objectives and concrete examples.
- Provide practice before assigning independent work.
- Encourage student to use self-talk when working.
- Provide a picture or chart to assist with organization.
- Discuss with student why one strategy is more effective than another.
- Teach students to use an agenda book, visual schedules, colour-coded files/duo tangs, notebooks, and binders.
- Use assignment book check.
- Chunk work in segments of appropriate size.
- Use practical, hand-on activities.
- Use shaping to teach new behaviours (e.g. Reinforce "ha," then "hap," then "happy").
- Use prompting to provide special cues (e.g. Physical, gestural, and/or verbal).
- Use fading by gradually reducing prompts.

Think SMART:

- **Simple, Measurable, Attainable, Realistic, Timely**

SECTION G
ADMINISTRATIVE PROCEDURES AND FORMS

Listing of Administrative Procedures and Forms

AP 140	Acceptable Use of Technology
AP 160	Health and Safety of Students and Staff
AP 125	Severe Weather
AP 210	Services for Students With Diverse Needs
Form 210-4	Student Support Plan Adaptive Dimension/Differentiated Instruction
AP 260	Education Trips (Curricular and Extra-Curricular)
AP 315	Illness/Injuries At School
AP 316	Administering Essential Medications to Students – Personal Care
AP 330	Protective Services
AP 400	Staff Recruitment and Selection
Form 407-1	Support Staff Time Sheets
Form 407-2	Colony EA Time Sheets
Form 407-5	Support Staff Absences and Casuals (Substitutes)
Form 407-7	Noon Supervisors Record
AP 415	Leaves
Form 415-1	Leave of Absence Report
AP 417	Professional Growth and Development
Form 417-4	Support Staff Growth Plan
Form 417-5	Support Staff Professional Development Approval (Estimate/Actual)
Form 517-2	Expense Claim -Student Related Travel (Ongoing)
Form 517-5	Expense Claim – Division Travel - Meetings
AP 530	Insurance Management
AP 552	Private Vehicle Use For Student Transportation
Form 705.1-1	Time Sheets August to June
Form 705.1-4	Non-Teaching Staff Substitutes
Form 705.1-5	Noon Period Supervisors (Excluding Teachers)
Form 705.2-1	Student Related Travel (Ongoing)
Form 705.2-3	Division Travel Meetings

SECTION H
ACRONYM GLOSSARY



Educational Acronym Glossary

ACCESS	Assistance, Collaboration, Consultation and Evaluation Support
ADD	Attention Deficit Disorder <ul style="list-style-type: none">• student has difficulty focusing and staying on track for periods of time. Inattention is the predominate feature of this disorder
ADHD	Attention Deficit Hyperactivity Disorder <ul style="list-style-type: none">• student has difficulty focusing and tracking, as well as having difficulty staying on task, behavioral impulsivity (acting before thinking), hyper responsiveness, failure to follow through on instructions or rules and fluctuation in the quality of work
AFL	Assessment for Learning <ul style="list-style-type: none">• provincial assessment of students in certain grades and subjects
ARND	Alcohol Related Neurological Disorder <ul style="list-style-type: none">• student may have significant behavioral and learning problems. Behavior may include aggressiveness, impulsiveness, and lack of judgement
AED	Automated External Defibrillator <ul style="list-style-type: none">• is used to administer an electric shock to a person who is having a cardiac arrest
BIT	Behaviour Intervention Team
BTU	British Thermal Unit <ul style="list-style-type: none">• measurement of energy transfer in heating or cooling
CALP	Cognitive Academic Language Proficiency <ul style="list-style-type: none">•
CAPS/COPS/COPES	CAPS - Career Ability Placement Survey (skills inventory) COPS - Career Occupational Preference System (interest inventory) COPES - Career Orientation Placement and Evaluation Survey) (values inventory)
CAT 3 CAT 4	Canadian Achievement Test <ul style="list-style-type: none">• assesses language arts and math skills of students
CCTV	Closed Circuit Television <ul style="list-style-type: none">• video surveillance
CD	Conduct Disorder <ul style="list-style-type: none">• behavioral issues related to a diagnosis of conduct disorder by a psychiatrist

CDS	Cognitive Disability Strategy
CEFPI	Council of Facility Planners Institute <ul style="list-style-type: none"> • a non-profit association of a diverse, worldwide group of individuals interested in the planning, design, construction, operation, and maintenance of schools and higher education facilities.
CELS	Common Essential Learnings <ul style="list-style-type: none"> • the six basic areas of learning that are addressed in various subject areas-Personal & Social Skills, Technological Literacy, Numeracy, Communication, Independent Learning, Critical and Creative Thinking
CIAF	Continuous Improvement and Accountability Framework Plan <ul style="list-style-type: none"> • The Division is required by the Ministry to develop a CIAF plan that focuses on student learning, accomplishments and results achieved.
CLSP/CLD	Community Living Division (Social Services)
CRT	Crisis Response Team <ul style="list-style-type: none"> • Division based team of superintendent, psychologist, counsellors and others
CTBS	Canadian Test of Basic Skills <ul style="list-style-type: none"> • assesses student achievement in major curriculum areas including vocabulary, reading, language, mathematics and science
CUPE	Canadian Union of Public Employees <ul style="list-style-type: none"> • support staff in parts of Sun West are union members
CWEX	Career Work Exploration <ul style="list-style-type: none"> • a work placement program where students can gain credits at 10, 20 and 30 levels
CYC	Child & Youth Counsellor <ul style="list-style-type: none"> • hired by school division to provide counselling services in our school
CFM	Cubic Feet Per Minute <ul style="list-style-type: none"> • measurement for air velocity in HVAC
DRA	Developmental Reading Assessment <ul style="list-style-type: none"> • Assesses student level of achievement in reading fluency and comprehension
EA	Educational Assistant <ul style="list-style-type: none"> • support staff members who work with students with diverse needs such as speech, mobility, classroom support
EAL	English as an Acquired Language
ECIP	Early Childhood Intervention Program

- identifies and provides assistance and support to pre kindergarten children and their families.

FAME

Facilities Assessment Management for Education

- a web-based facilities planning tool

FAE

Fetal Alcohol Effect

- student exhibits characteristics from slower development, problems with perception, hyperactivity, learning disabilities, behavior disorders to mild to severe intellectual disabilities
- often the disabilities are less severe in some areas of development than with FAS

FAS

Fetal Alcohol Syndrome

- student exhibits characteristics from slower development, problems with perception, hyperactivity, learning disabilities, behavior disorders to mild to severe intellectual disabilities

FIP

Functionally Integrated Program

- Saskatchewan's education system founded on shared values, actions, and commitment to addressing the needs of individual learners.

FOG

Foundation Operating Grant

- calculation of financial grant to school divisions for education by the provincial government; addresses basic student rate, transportation and special needs, etc.

FTE

Full Time Equivalent

- for teachers it is the percentage of a full time position as per their contract (ex. 1.0 FTE or 0.5 FTE)

GE

Grade Equivalent

- data from tests that is converted to grade level

GFCI

Ground Fault Circuit Interrupter

- is a [circuit breaker](#) designed to prevent fires

HRV

Heat Return Ventilator

- heat exchanger

HVAC

Heating, Ventilation and Air Conditioning (equipment)

- a term that applies to any kind of furnace, air conditioning, duct work, etc.

H&S

Home and School

- D'Arcy School has one

ISIS

Impact Assessment Identification of Students Requiring Intensive Supports

-

LAFOIPP	Local Authority Freedom of Information Protection of Privacy •
LCBI	Lutheran Collegiate Bible Institute • (grades 10-12); Sun West provides contracted support services
LEADS	League of Educational Administrators, Directors, Superintendents • professional organization for Superintendents of Education and Directors of Education
LINC	Locally Implemented Negotiated Contract (no longer used, is now Teacher Local Bargaining Agreement) • agreement between Board and teachers re: noon supervision, professional development, etc.
MAPS	Making Action Plans Student Centered Transitional Planning • a planning process used by teams to help students plan for their futures
NPR	National Percentile Ranking • compares the results of one student to the results of a national sample of students.
OCA	Ontario Comprehension Assessment • Reading Assessment used with Sun West grade 10 students
ODD	Oppositional Defiant Disorder • students diagnosed by a psychiatrist who display oppositional behaviors
ODSSA	Outlook Division Support Staff Association • all instructional assistants, secretaries, library techs, caretakers, bus drivers and garage staff are part of this association
OT	Occupational Therapist • work with individuals who suffer from a mentally, physically, developmentally, and/or emotionally disabling condition by utilizing treatments that develop, recover, or maintain clients' activities of daily living
PCB	Polychlorinated Biphenyl • a carcinogen used in lighting ballasts in the old days
PAA	Practical and Applied Arts • replaces Home Economics and Industrial Arts and includes subjects such as Arts Education, Drama, Accounting, Information Processing, Entrepreneurship, Welding, Horticulture, Interior Design and Foods, etc.
PD	Professional Development • attendance at workshops, conventions and conferences that enhance the individuals knowledge to better do their job
PLT	Professional Learning Team

- staff belong to identified teams at the school level to research and implement effective practices for improved student learning

PPP

Personal Program Plan

- students who require an individualized learning plan due to their needs

PSAB

- **Public Sector Acting Board**

PTR

Pupil Teacher Ratio

- number of pupils per teacher to calculate the number of staff needed for a school

RAD

Reading Assessment District

- assessment for reading used with Sun West grade 7 students

RS

Raw Score

- the number of correct responses

RTI

Response to Intervention

- a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning

SAACL

Saskatchewan Association of Community Living

SAMA

Saskatchewan Assessment Management Association

- Providing property assessment services for the province of Saskatchewan

SARM

Saskatchewan Association of Rural Municipalities

- the independent association that represents rural municipal government in Saskatchewan and is the principal advocate in representing them before senior governments.

SASBO

Saskatchewan Association of School Business Officials

- Superintendent and Supervisor of Business belong to this professional organization

SCC

School Community Council

-

SCEA

Saskatchewan Council of Educational Administrators

- special council for administrators (directors, principals, vice principals, etc.)

SCHOOL PLUS

- focuses on the school at the center of its community and the hub of services and supports for the neighbourhood it serves. Schools today have two functions: to educate children and youth and to support service delivery

SELU

Saskatchewan Educational Leadership Unit

- University of Saskatchewan professional unit that plans and delivers workshops, conducts research with school divisions

SHSAA

Saskatchewan High School Athletic Association

- the governing body for all high school athletics in the province

SLC

Student Leadership Council

- Often interchanged with SRC – Student Representative Council

SLIP	<p>School Learning Improvement Plan</p> <ul style="list-style-type: none"> • annual improvement plan that each school implements; School Community Council supports plan
SLP	<p>Speech-Language Pathologist</p> <ul style="list-style-type: none"> • Someone that specializes in communication disorders
SLT	<p>School Leadership Team</p> <ul style="list-style-type: none"> • school-based group which facilitates school improvement process
SMART	<p>SMART Schools</p> <ul style="list-style-type: none"> • establish specific, measureable, attainable, results based time sensitive goals to achieve outcomes
SPDU	<p>Saskatchewan Professional Development Unit</p> <ul style="list-style-type: none"> • organization which is part of the STF and is a warehouse for providing speakers and workshop leaders on a variety of topics
SRC	<p>Student Representative Council</p> <ul style="list-style-type: none"> • often interchanged with SLC – Student Leadership Council
SS	<p>Department of Social Services (formerly Community Resources)</p> <ul style="list-style-type: none"> •
SSBA	<p>Saskatchewan School Based Administrators</p> <ul style="list-style-type: none"> • special council for principals and vice principals
SSBA	<p>Saskatchewan School Boards Association</p> <ul style="list-style-type: none"> • organization that represents all Board of Education members and provides education and other services to Boards.
SSP	<p>Student Support Plan</p> <ul style="list-style-type: none"> •
SST	<p>Student Support Team</p> <ul style="list-style-type: none"> • provide opportunities for academic development, assist students with basic requirements, and to motivate students toward the successful completion of their postsecondary education.
STAS	<p>Student Transportation Association of Saskatchewan</p> <ul style="list-style-type: none"> • To promote and foster safety and efficiency in the provision of student transportation service within the Province of Saskatchewan
SWTA	<p>Sun West Teachers' Association</p> <ul style="list-style-type: none"> • all teachers belong to this local association, this group has teacher representatives who negotiate the LINC agreement
STF	<p>Saskatchewan Teachers' Federation</p>

- provincial body to which all teachers belong

SUMA

Saskatchewan Urban Municipal Association

VCT

Vinyl Composite Tile

- are typical tiles used for flooring in schools

WCHSAA

West Central High School Athletics' Association

- Sun West School Division boundaries comprise the West Central athletic district.

WHMIS

Workplace Hazardous Material Information System

- [Canada's](#) national hazard communication standard. The key elements of the system, which came into effect on October 31, 1988, are cautionary labelling of containers of WHMIS controlled products, the provision of [material safety data sheets](#) (MSDSs) and worker education and training programs.