



SCHOOL DISTRICT 63 (SAANICH)
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Job Posting: Posting Detail

Posting: C2627/037 **Description:** Complex Needs Specialized EA
Start Date: Sep 8, 2026 **End Date:**
Posting Date: May 28, 2026 **Closing Date:** Jun 3, 2026 – 4:00pm

Location	Position	Assignment Type	Hours
Children’s Development Centre	Complex Needs Specialized EA	Continuing	27.5

This is an itinerant position with a base of 27.5 continuing hours per week. Hours may increase on a temporary basis, depending on school placement and student needs.

Expected schedule for 2026-2027 school year:

Stelly’s Secondary, 28.67 hours per week (27.5 hours continuing, 1.17 hours temporary. Same rate for all hours)

Stelly’s Schedule:

Monday, Tuesday, Thursday: 8:30am to 3:05pm

Wednesday, Friday: 8:30am to 2:35pm

(Includes 1/2 hour unpaid lunch) 10 months per year while regular classes are in session

Additional minutes per day will be included in the shift, which staff are expected to work daily in lieu of the spring break closure week in order to allow employees in continuing and temporary assignments to be paid their regular pay during the spring closure week as per Letter of Understanding - Spring Closure Week.

Pay Rate: \$31.83 *Rate not finalized due to collective bargaining*

This position is entitled to collaboration time as outlined in the 2022-2025 Letter of Understanding - Support Staff Learning Improvement Fund.

This student’s IEP recommends that a male EA provides support.

This position provides extensive support to student(s) with complex needs who have very serious emotional, mental health, developmental, and behavioural needs involving multiple sectors/child-serving systems. This requires specialized treatment and a service plan that is individualized and integrated.

JOB DESCRIPTION

CLASSIFICATION

School Support Worker

POSITION

Complex Needs Specialized EA
 Learning Services

SUMMARY

Under the overall direction of the Assistant Superintendent of Learning Services and the day-to-day direction of the School Administrator, provides extensive support to students with complex needs who

have serious emotional, mental health, developmental or behavioural needs involving multiple sectors/child-serving systems who require a specialized treatment/service plan that is individualized and integrated.

DUTIES

- Implements Individual Education Plans (IEPs) by assisting the school and district Learning Services teams with planning, researching, modifying and collecting materials
- Provides direct educational classroom support to students in various classrooms
- Participates as a member of the School-Based Team to plan for, implement and evaluate the social, emotional, physical and academic needs of students
- Collects student learning and behavioural data (records, reports, plans)
- Assists students during emotional outbursts using non-violent crisis intervention and/or non-violent physical crisis intervention strategies
- Monitors students' behaviour and demonstrates and practices proactive behaviour strategies in order to work effectively with students who demonstrate exceptionally challenging behaviour
- Collects data for functional behaviour assessments and successfully implements positive behaviour support plans
- Assists professional staff in evaluating students for social, emotional, physical and academic progress
- Observes, monitors and documents health, behavioural and academic changes/progress of student(s) as directed by professional staff
- Incorporates sensory activities into students' daily routines
- Applies concepts that assist students in achieving self-regulation under the direction of occupational therapists
- Helps create and implement social stories
- Prepares visual supports (e.g. visual schedules, choice boards)
- Facilitates the development of students self-monitoring skills and builds student independence
- Assists students in carrying out programs as set out by consultants (e.g. behavior consultant, occupational therapist, physiotherapist, speech and language pathologist and psychologist)
- Uses computers and specialized equipment to provide support and instruction
- Provides augmentative and alternative communication assistance (AAC) to students using specialized equipment and resources (e.g. computers, F.M., switches, communication boards, sign language, braille, oral interpretive skills); troubleshoots and programs such equipment
- Provides assistance using assistive technology including symbol generating software, voice to text, text to voice and word prediction programs
- Uses language facilitation techniques alternative and augmentative communication such as Picture Exchange Communication System, Pragmatically Organized Dynamic Display, Communication Apps and Speech Generating Devices
- Provides information to relevant staff regarding student-specific program needs (e.g. safety, health, academic, emotional and social needs)
- Dispenses medications and carries out procedures as set out in health care plans
- Acts as an advocate for student(s) and assists with communication, advises supervisor of any unusual comments or behaviour patterns
- Supports students in the development of self-esteem, personal skills, hobbies and interests
- Provides life skills training (e.g. hygiene, cooking, shopping, banking, working)
- Provides personal care (e.g. toileting, menses, clothing, catheterizes, oral and tube feeds, diapers, mobility, lifts and transfers)
- Assists with the behaviour management of students (e.g. clarify appropriate behaviour, develop social skills)

- Supports students in a variety of learning environments (e.g. swimming, riding, music therapy or other community programs, etc.
- Marks student work and assists students with corrections
- Monitors class/students when teacher is out of the room; monitors student peer helpers
- Transports and monitors student(s) at community-based activities
- Organizes and monitors the safe arrival, departure and emergency evacuation and care of students by maintaining site, road and traffic safety procedures
- Provides preventative and emergency response care for students (e.g. seizures, choking, other health problems)
- Compiles information and materials for meetings with parents and relevant personnel and participates in same

** Performs other assigned duties that are within the area of knowledge and skills required by the job description.*

QUALIFICATIONS

- Grade 12
- Community Support Worker Certificate or equivalent
- Three years related experience
- Recognized and current certificate in Autism (minimum 30 hour course) from a recognized agency, as well as additional professional development that has transferred into successful experience working with a variety of students (K-12) with Autism Spectrum Disorder
- Recognized and current (within last 3 years) Crisis Prevention Certificate (CPI) or alternate Non-Violent Crisis Prevention Certificate including current Non-Violent Physical Crisis Intervention
- Extensive formal and/or district training in Restitution, Restorative Practice, Functional Behaviour Assessment and Positive Behaviour interventions and support with proven success implementing a Behaviour Plan and Risk Reduction Plan
- Extensive formal and/or district training and experience in implementing programming using Applied Behavioural Analysis, Verbal Behaviour, Intensive Behaviour Interventions (IBI) and/or Discrete Trial Training.
- Extensive formal and/or district training and experience using current assistive technologies including symbol generating software, voice to text, text to voice and word prediction programs
- Formal and/or extensive training in language facilitation techniques and using alternative and augmentative communications (e.g. Picture Exchange Communication System, Pragmatically Organized Dynamic Display, Communication Apps and Speech Generating Devices
- Extensive formal and/or district training and experience using augmentative communication, including Signed English, Picture Exchange Communication System and Dynamic Display Devices
- Extensive formal and/or district training and experience using assistive technology (e.g. Boardmaker, Firefly, Writing with Symbols, Kurzweil, Clicker, etc.)
- Level One First Aid and CPR Certificate
- Valid B.C. Class 5 Driver's license (where transportation of students is required)

** Or an equivalent combination of training and experience.*

Physical

- Must be physically capable of carrying-out student lifts and transfers as well as non-violent crisis prevention intervention and non-violent physical crisis intervention

- Must be physically capable and willing to actively participate in community outings including swimming, running, horse-back riding, hiking, skating, etc.

Notes on Defining “Complex Needs” Students

K-12 students who have serious emotional, mental health, developmental or behaviour needs that;

- Persist for six months or more (chronicity);
- Cause functional impairment in the home, school and community;
- Involve multiple sectors/child serving systems/agencies; and
- Require a specialized treatment/plan that is individualized and integrated

The Service System response to meeting the students’ needs may be characterized by one or all of the following:

- All currently available resources in the child/youth’s home community have been used with limited success
- Fiscal and human resources required are straining or exhausting the capacity of one or more ministries/sectors
- The child/youth is at risk of placement in residential care, juvenile correctional care or psychiatric hospital (increased risk of restrictive institutionalized settings)

DATE

February 2014