

TEACHER ASSISTANT HANDBOOK 2020-21



Park Hill School District

Building Successful Futures • Each Student • Every Day

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Welcome!

This handbook is meant to be used as a tool to help establish a positive climate for learning to take place. It is not all inclusive, but is an excellent resource for the special education Teacher Assistants as they seek to provide the best support to the students and educational staff in Park Hill Schools.

The success of the Teacher Assistant can only be gauged on the success of the student with a disability and therefore, should be the guiding principle for all Park Hill Teacher Assistants.

Introduction

A special education Teacher Assistant is one who is assigned to assist and support a teacher but who does not assume the primary responsibility for the classroom. This person possesses a commitment to the betterment of education and a desire to work with and understand children with special needs.

The special education Teacher Assistant makes it possible for the teacher to be more effective and to utilize his/her ability and professional knowledge. It is the teacher's responsibility to assure that the students are moving toward achievement of their individual goals and objectives. Teacher Assistants serve under the direction and supervision of the teacher to assist in carrying out those goals and objectives.

This handbook is based on the belief that there is a basic body of knowledge that needs to be shared and acquired if the Teacher Assistant is to be effective in providing services to students with special needs. It is also based on the belief that the Teacher Assistant should be viewed as a team member and who along with the teacher provide the best possible learning environment for their students.

During the 2020-21 school year, there will be additional expectations of all staff due to the COVID-19 pandemic. Staff will be expected to practice good infection control processes related to hand hygiene, social/physical distancing, cleaning and disinfecting, maintaining cohort groups, and wearing masks.

Myths About Teacher Assistants

- The Teacher Assistant will see that all needs of the special students are met.
- The Teacher Assistant is initially fully trained for his or her class and/or student assignments.
- The Teacher Assistant receives all his or her instructions from the special education teacher.
- The Teacher Assistant cannot be a part of student planning.
- Teacher Assistants can work only with special needs students.
- There are no restrictions on the use of Teacher Assistants as long as what they're asked to do is in the best interest of the student or students.

- Teacher Assistants always understand and support inclusive programming for special needs students.
- Teacher Assistants always know what to do.

Ethical Considerations for Teacher Assistants

As an integral part of the educational team, Teacher Assistants have a commitment to maintain ethical standards of behavior in their relationships with students, parents, supervising teachers and other school personnel.

In order to protect the right of students and parents, Teacher Assistants must be aware of and practice appropriate ethical behaviors. You must always maintain confidentiality and protect and promote the rights of students to due process, dignity, privacy and respect. Teacher Assistants must also demonstrate honesty, loyalty, dependability, cooperation, accountability and a willingness to learn. The following is a suggested code of ethics for Teacher Assistants.

A Code of Ethics

Accepting Responsibilities:

- Engage only in instructional and non-instructional activities for which you are qualified or trained.
- Communicate progress or concerns about students to the supervising teacher, not to parents.
- Refer concerns expressed by parents, students or others to the supervising teacher.
- Recognize the teacher has the ultimate responsibility for instruction and management and follow the prescribed directions.
- Help to see the best interests of individual students are met.
- Represent the educational agency in the community and refrain from expressing negative opinions of the program or agency.
- Be on time to work and record accurate attendance.

Relationships with Students and Parents:

- Discuss a child's progress, limitations and/or educational program only with the teacher in the appropriate setting.
- Express differences of opinion with the teacher only when students are absent from the room.
- Discuss school problems and confidential matters only with appropriate personnel.
- Do not engage in discriminatory practices based on a student's disability, race, sex, national origin, religion, or any other characteristic protected by law.
- Respect the dignity, privacy and individuality of all students, parents and staff members.
- Serve as a positive role model for students in personal interactions and communications.

Relationship with the Teacher:

- Recognize the teacher as your supervisor.
- Establish communication and a positive relationship with the teacher.
- Recognize that the supervising teacher has the ultimate responsibility for the instruction and behavior management of children and follow the directions prescribed by him/her.
- Discuss concerns about the teacher or teaching methods directly with the teacher.
- When problems cannot be resolved, speak with the building administrator.

Do's and Don'ts for Teacher Assistants

Teacher Assistants May:	Teacher Assistants May Not:
Be left alone in the classroom when the teacher needs to step out.	Be used as a substitute when the teacher is ill.
Work with individuals or groups of students on concepts that have been introduced by the teacher.	Teach new concepts or skills.
Have specific instructional and management responsibility for students.	Use a cell phone, text, surf the internet for non-work related purposes, or allow other personal distractions during instructional time or while supervising students.
Be involved in meetings related to student educational needs.	Attend staffing or IEP meetings in place of the teacher.
Be used to support the integration of students into regular classes.	Be responsible for all mainstreaming or be used to teach curriculum content to students without disabilities.
Be assigned record-keeping or data collection tasks relevant to the goals and objectives on a student's IEP.	Carry out clerical duties normally assigned to office staff.
Aid the teacher in supervising activities outside of the classroom.	Work "off the clock."
Communicate with the teacher about student progress or discipline issues.	Communicate with parents about student progress or discipline issues.

Work Hours and Travel

Teacher Assistants are typically hired for seven (7) hours per day with a 30-minute unpaid lunch. This establishes a 7 ½ hour day. Teacher Assistants should report to work 15 minutes before the start of the school day and stay for 15 minutes after the end of the school day. Work schedules can be adjusted by building principals to best suit the needs of the building and students.

Upon reporting to work, Teacher Assistants will need to time in/out using the nearest Kronos station.

The school year calendar consists of 177 student days. Teacher Assistants report for work two additional days either prior to the beginning of the year or on an additional day for professional development. Teacher Assistants may also be hired to work summer school. The teacher's calendar consists of 188 workdays. There are nine (9) assigned days for teachers that Teacher Assistants do not work.

Teacher Assistants who are assigned to travel among schools should submit a request for reimbursement for travel on the 1st of each month. All Teacher Assistants are paid twice per month on the 15th and end of the month. Work time should be accurately recorded through the Kronos terminals. Teacher Assistants will time in upon arrival, time out/in for lunch, and time out at the end of the day.

Throughout the year, Teacher Assistants may be asked to attend IEP meetings, faculty meetings or training sessions. In these cases, report extra time by timing in/out through the Kronos terminals.

Reporting Your Absence

Personal time off should be requested at least 24 hours in advance through WILLSUB© and submitted to your supervisor for approval. Personal business days are granted if student and building needs are covered. For other absences, such as sick leave, a time off request should be submitted through WILLSUB©. In some instances, such as bereavement/funeral leave, documentation may be required. Please review the Support Staff document for Compensation & Fringe Benefits for specific information related to leave.

Scheduling Substitutes

If you are unable to work you must access our automated system (willSub©) to report your absence and, if applicable request a substitute. willSub© may be accessed by phone or online. Only sick leave and personal business may be entered via the phone.

Your building administrator or classroom teacher may also request that you notify them of your absences. Check with your administrator for direction.

- Enter your absence in willSub© as soon as possible. Leave may be entered weeks in advance. Only urgent or unexpected matters should be left until the last minute. Jury duty may be an

exception; please wait until you have verification that you are required to report. Staff should return to their building once released from jury selection or duty.

- You may create a preferred list of substitutes for priority calling or prearrange a substitute for your absence.
- If leave is exhausted or not accessible, please contact your building office or Human Resources for assistance.
- Leave accruals and balances may be viewed in willSub© under the Reports tab.

Absence are recommended to be taken as a full or half day and should be entered in 15-minute increments.



Employee Quick Reference

877-WILLSUB (877-945-5782)

www.willsub.com

Activating your willSub® Account

Visit www.willsub.com, and enter the 7-digit User ID and 4-digit PIN you were provided. Review the Information tab: name, subject, email, etc. Click 'Update', and your account is activated.

After your account is activated, changes or additional job information can be entered under the 'Information' menu and 'My Information'.

How to Call in an Absence Request

1. Dial **1-877-945-5782 (1-877-WILLSUB)**.
2. Enter your User ID and #.
3. Enter your PIN and #
4. Select your request type - Sick 01 or Personal Business 04
5. Select your request options:
 - a. Full next day
 - i. Press 1 to accept
 - ii. Press 2 to accept without a sub
 - iii. Press 3 to reschedule.
 - b. Partial next day
 - i. Press 1 for arriving late
 - ii. Press 2 for departing early
 - iii. Enter in 24-hour format (i.e. 1430=2:30pm)
 - iv. Press 1 to accept, 2 to accept without a sub or 3 to reschedule.
 - c. All other dates
 - i. Enter start date (MMDDYY)
 - ii. Enter number of days
 - iii. Enter full or partial day
 - iv. Press 1 to accept, 2 to accept without a sub or 3 to reschedule.
6. Cancellation
7. Press 9 - Record Voice Prompt (Name, Grade level or Subject)

Leave Codes

WillSub serves dual roles as a substitute management system and tracking employee leave.

Click on the **Home tab** for a quick dashboard of your absences.

Click on the **Reports Tab** to view your leave usage and balances for the year.

- | | |
|-----------------------------|--------------------------|
| 1. Academic Meetings* | Administrator Initiated* |
| 2. Bereavement | Competition/Field Trip |
| 3. Court Leave* | Emergency leave |
| 4. Family Sick Leave | Perfect Attendance |
| 5. Personal Business | Sick |

*Leave codes will have drop down menus for more specific reason codes, such as Curriculum or TIP.

Highlighted codes will require additional information when entering an absence.

How to Enter an Absence Request Online

Requests for days off can be entered in two ways:

1. Regular—when you need willSub® to look for a sub.
2. Prearranged—you and the sub have already agreed upon a date they will work.

To enter a Regular request:

1. Go to 'Requests', 'New' and choose 'Regular Request'.
2. Complete the required information.
3. Click the 'Finish' button.

To enter a Prearranged request:

1. Go to 'Requests', 'New' and 'Prearranged'.
2. Select the date, the sub you have already spoken with, and complete the required information.
3. Click the 'Finish' button.

Choosing Preferred Subs

You may add and delete subs from your preferred list whenever you would like. These subs will have first priority to your requests; if these subs are already working, the system will then start contacting subs from the general available list.

By choosing My Preferred Subs, you will create a list of subs you wish for willSub to contact first.

1. Go to the 'Information' menu.
2. Choose 'My Preferred Subs'.
3. Highlight the desired subs to add or exclude from the list and click the button below.

Special Education Teacher Assistant

The job of the Special Education Teacher Assistant is to enhance the instructional programs for students with disabilities. The Teacher Assistant is under the direct supervision of the building administrator and the special education teacher. The Teacher Assistant supports the teacher (special ed. or regular ed.) in providing instruction and also performs duties which free the teacher to work with those students needing more help.

Many of the duties performed by the Teacher Assistant are similar to those performed by the teacher. Because the Teacher Assistant works only under the direction of the teacher, the teacher diagnoses and prescribes the learning needs of the students. The teacher functions in a leadership role and carries the primary responsibility of implementing the student's individual education plan (IEP). In turn, the Teacher Assistant may be assigned duties or activities which foster the implementation of various portions of the student's IEP. All lessons originate through the classroom teacher, but may be implemented by the Teacher Assistant.

Roles and Responsibilities

While the role of the Teacher Assistant is multifaceted, the Teacher Assistant's primary focus always should be to provide better learning opportunities for students with disabilities. Depending upon the level of the student's disability, the student's age and the type of classroom the student is assigned; the role of the Teacher Assistant will vary. Below are many of the roles and responsibilities that the Teacher Assistant can expect to do.

Mandt Training

Teacher Assistants in Specialized Teacher Assistant roles are also expected to obtain, and maintain Mandt training. Specialized Teacher Assistants are paid at a higher rate of pay due to the increased level of care needed for our students. The specific training offered through the Mandt system is valuable for maintaining a productive learning environment as well as keeping students and yourself safe. Mandt training is offered at no cost by trainers located at Park Hill School District, and Specialized Teacher Assistants are paid to attend.

Instructional Support

- Reinforce and review concepts and skills. Assist students in activities initiated by the supervising teacher.
- Carry out the instructional program as planned by the supervising teacher.
- Modify written materials as needed to meet students' needs.
- Monitor and check student work.
- Assist students with self-help skills (grooming, toileting etc.)
- Assist with testing modifications.
- Assist a small group of students or an individual student in a particular task planned and assigned by the teacher.
- Assist students in writing dictated stories.

- Assist with computer-assisted instruction.
- Assist students in the general education settings (specials, library, cafeteria, classroom, recess, etc.)
- Assist with social skills instruction and generalization of these skills.
- Work with students in their mainstream regular education classes.
- Reinforce student's goals and objectives as written on the IEP.
- Assist with lifting and positioning students.
- Accommodate for individual students learning needs.
- Follow daily work schedule.

Organizational Support

- Meet students upon arrival.
- Help students load and unload bus.
- Assist with lunch and/or recess.
- Assist students in their environmental setting with the restroom, library etc.
- Accompany students to physical therapy, occupational therapy, speech etc.
- Help prepare students for dismissal.
- Get materials ready for activities.
- Help prepare and clean up after classroom activities.
- Collect completed work.
- Prepare and arrange room for the teacher.
- Make visual aids.
- Organize supplies in the classroom.



Behavior Management Support

- Observe and chart behavior.
- Give positive reinforcement and support.
- Provide close supervision for students with behavior problems.
- Circulate in classroom to provide support where needed.
- Enforce class and school rules.
- Assist students with organizational skills.
- Motivate students.
- Help students develop to become independent learners.
- Assist in implementing the behavior plan as set up by the supervising teacher according to the IEP.
- Assist with data keeping and recording.
- Supervise safe spot.

General Support

- Sort and file student papers.
- Help with the preparation of educational materials.
- Assist with assemblies.
- Assist on field trips/Community Based Instruction trips.
- Provide safe school environment for students.
- Assist student with mobility needs. (May involve lifting, toileting, etc.)

Interpersonal Relations

Communicate with your supervising teacher. Discuss expectations and work habits from the beginning. The goal is for the Teacher Assistant and the supervising teacher to work as partners, sharing responsibilities to ensure all students have a successful experience.

Accept supervision. Be flexible and cooperate with change. Understand that the schedule will and can be changed to meet the needs of the students. Treat all persons with respect and maintain positive interpersonal relationships.

If for any reason you cannot resolve difficulties with your supervising teacher or other staff members, it is important to follow the chain of command and to follow the grievance procedures outlined by the school district.

Inclusion and Integration

The use of Teacher Assistants is increasing. Duties are becoming more complex and challenging as schools seek to meet the state mandates for individualized services and for the integration of students with disabilities into general education environments.

The terms inclusion, integration, and mainstreaming are often confused, but they are not synonymous. Mainstreaming refers to the selective placement of students receiving special education services into one or more “regular” education classes. Mainstreaming proponents generally assume that a student must “earn” his/her opportunity to be mainstreamed through the ability to “keep up” with the work assigned by the teacher to the typical students in the class. This concept is closely linked to traditional forms of special education service delivery.

Inclusion and integration refer to the commitment that every child belongs to the entire school community regardless of labels. Inclusion and integration indicate a whole-hearted commitment to educate each child, to the maximum extent appropriate in the school and classroom he/she would attend if not receiving special education support. Being a part of their neighborhood school and classroom community is a basic educational right for all students and is an essential element for students with disabilities. Support services are brought to the child rather than the child moving to the services. This requires only that the child benefit socially, emotionally, and/or academically from being a part of the class. It does not require that the student “keep up” with the other students in the classroom. For students with disabilities to be successfully included or integrated, appropriate levels of support must be supplied. Determining what supports are needed becomes the responsibility of the individual student’s educational support team. The team consists of the parent, the classroom teacher, the special educator, therapist(s), and the paraprofessional.

Whether the student is being included or integrated, it is important that the Teacher Assistant remember that when supporting the student instructionally, the student is to participate and interact with their regular education peers to the fullest extent possible. Regular classroom assignments may need to be modified to allow the student to be successful and understand the basic principle or concept

being taught. All modifications should be approved by the classroom teacher to ensure that the principles and concepts being taught remain intact.

In special classes, the Teacher Assistant needs to help instruct and teach activities. An example might be in P.E. class, the Teacher Assistant should make sure that the student understands the rules and concepts of the activity so that the student can participate as fully as possible. The Teacher Assistant can walk the student through the P.E activity until it is understood. In art class, the Teacher Assistant may need to suggest modifications to make it fit the student's needs and abilities for example in the area of fine motor skills.

The Teacher Assistant is to make sure that the student is participating and involved in whatever activity that is occurring in the classroom. The Teacher Assistant is not to sit and watch, but be engaged and assisting the students at whatever level is necessary. Students should be treated age appropriately and like their typical peers.

The following are some guidelines for the roles of the classroom teacher, special educator, and Teacher Assistant in an inclusive, integrated setting:

Role of the Classroom Teacher

- Support the premise that all children belong and are an essential component of the school community.
- Develop the structure of the classroom, including general curriculum, discipline policy, physical layout, materials, etc.
- Plan the daily lessons, activities, tests, assignments, etc. with appropriate levels of differentiation to meet the needs of all students within the classroom environment.
- Collaborate with special educators and therapists on curriculum modifications, grading, report cards, transition, etc.
- Supervise Teacher Assistants in the classroom routines.
- Be familiar with and review the IEP for all students with special needs assigned to the classroom. Follow all modification requirements.
- Attend the IEP and staffing meetings that pertain to any students in the classroom.
- Collaborate with parents, support staff, and students on the writing of the IEP.

Role of the Special Educator/Therapist

- Establish open communication with the regular classroom teachers. Be an advocate for your students and a resource for the regular educators in your building.
- Provide modification recommendations for students with disabilities in regard to materials and equipment, positive behavior plans, individualized curricula, etc.
- Provide modification recommendations for students in regard to lesson, activities, tests, assignments, grading, report cards, etc.
- Recommend instructional strategies for students. Share your knowledge of what works and what doesn't.
- Coordinate IEP's, evaluations, team meetings, revision of behavior intervention plans, etc.
- Collaborate with parents, regular educators, support staff, and students on the writing of the IEP.

Role of Teacher Assistants

- Follow classroom policies developed by the classroom teachers.
- Implement the modifications developed by the team.
- Facilitate learning opportunities for individuals and groups of students. Provide assistance to all students.
- Collect data on the goals and objectives for each student as requested by special education staff using teacher designed data collection sheets.
- Collaborate with teachers, support staff, and parents to enhance the learning of the students.
- Communicate with classroom and special education teachers about the student. Ask questions if you are unsure. Provide appropriate input to support the learning environment of the student.
- Encourage the independence of the student throughout the school environment and during the school day.
- Remember you are a contributing member of the school community. Maintain a professional attitude with students, staff, and parents at all times.

Policies and Procedures

District Policies

The Park Hill School District has its own policies and procedures, many of which are explained at length in the Support Staff Handbook. These include evaluation practices, employment policies, and faculty/staff conduct guidelines. All employees are expected to know and adhere to district policy. It is important to be familiar with the policies and procedures of the district in order to perform in an orderly, appropriate, and efficient manner. To become aware of district policies locate the Support Staff Handbook on the Park Hill School District website at www.parkhill.k12.mo.us .

Building Policies

As a Teacher Assistant you will need to know the basic information about how the building operates. Space has been provided for you to add the information that pertains to your assigned building.

- Dress code:
- Arriving late or leaving early:
- Starting and Ending times:
- Access to phone or voice mail:
- Emergency Plan:
- Faculty meetings:
- In-service:
- Daily Schedule:
- Workroom:
- Dismissal procedures:
- Map of the building:
- Mailboxes:
- Interoffice Mail:
- Staff Lounge/Restroom:
- Discipline Policy:
- Nurse's Office:

People to Meet

As part of the support team in your building it is important to know the team members you will be working with. Below is a list of those individuals that you will want to meet.

Principal _____

Assistant Principal(s) _____

Administrative Assistant(s) _____

Counselor _____

SpEd Teacher(s) _____

Speech Therapist _____

Occupational Therapist _____

Physical Therapist _____

Social Worker _____

Reading Improvement _____

Nurse _____

Lunchroom/Playground Supervisors _____

Custodian _____