

New Town Public School District #1

“Home of the Eagles”



2023-2024

Classified Staff Handbook

**New Town Public School District #1
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Introduction

Dear Classified Staff Personnel:

Welcome to the New Town District #1 educational staff. As a paraprofessional / classified staff, you will be assisting our students in a variety of ways. As a team member, a paraprofessional is a representative of the elementary school, the public-school system, and the overall field of education. Each paraprofessional / classified staff has different duties, responsibilities, and expectations based upon the needs of the students with which they work. You have been selected to work with children because you possess the skills needed to fulfil these special responsibilities and expectations.

Your job can be challenging, but also rewarding. Being a paraprofessional/classified staff is an extremely important position. Appropriate behavior and a positive attitude are essential. As a paraprofessional/classified staff, you will be able to contribute to the well-being of the young people that we serve. However, there are special responsibilities and expectations that come with your position. This handbook should serve as a guide and a resource to you in your new position. Use it as a reference for any questions you may have or any clarification you may need about your position. This handbook will provide you with a detailed description of the duties of your position.

We value your work and your desire to serve our students. We thank you in advance for your dedication and service. We hope that your new job will be a pleasant and productive experience for you.

Welcome and best wishes in your position

Definition of a paraprofessional (regular or special education):

A district employee who assists both the regular education teachers; as well as the special education teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercise.

Note:

To promote the success of any special program, a team approach must be accepted and implemented by all personnel, regular and special, that serve students with disabilities. The various stages of planning, implementing, and administering special services require that all personnel agree that the express purpose of all special programs is that of serving the exceptional student. All considerations must be directed toward the welfare of the students with a disability whether they are a home student, out of district student, a special day program student, fully included student, or one served by an itinerant teacher. It is expected that the child with a disability be a recipient of all privileges and services granted other students and similarly it is expected that he be charged with all the responsibilities of a regular student that he is capable of handling.

Definition of classified staff:

Any employee who does not hold certification for the position they hold, such as, bus drivers, custodians, secretaries, kitchen staff etc.

Duties and Responsibilities of the Paraprofessional:

The following is a list of duties you may have, but there may be other duties assigned to you by your building principal.

- A. Under the direction of the Administration, classroom teachers, or resource room teachers presents lessons or portions of lessons to a student or a group of students, check accuracy of work and presents additional assignments.
- B. Helps students to use books, classroom materials, and equipment.
- C. May keep routine records related to attendance, grades, and test scores.
- D. Transfer students in and out of holding or transportation devices and on and off buses.
- E. Assists students with all aspects of toileting which may include diapering, and lifting on and off the toilet, changing tables, and mats.
- F. Obtains food from the kitchen, serves food, and feeds students or helps them feed themselves.
- G. Assists teachers in maintaining discipline and encouraging acceptable behavior by the students.

- H. Complete “Workkeys” academic assessments to be Title I certified if required for your position.
- I. The district required book studies that are required by everyone.
- J. Facilitates student’s use of mobility equipment such as leg braces, walkers, mobile standers, and tricycles.
- K. Assists teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.
- L. Assists bus drivers in maintaining discipline and responding to the physical needs of students. Assists teachers in directing activities and acts as play leader for assigned groups of students.
- M. Supervises a group of students in the temporary absence of the teacher responsible.
- N. Operates audio-visual equipment and prepares or uses other materials and methods to assist teachers in presenting lessons to students.
- O. Adjusts or rephrases portions of texts and classroom instructions.
- P. Attending IEP meetings, if requested.
- Q. Assist with translation, written or oral
- R. Know school district guidelines and procedures.
- S. Refer requests for information to the supervising teacher.
- T. Know the principles and be certified in CPI (Crisis Prevention Intervention).
- U. Provide transportation as needed.
- V. Write student referrals as necessary for inappropriate behavior.
- W. Know and follow the principles of positive behavior in each assigned building.
- X. Be on time for all assigned duties, adhere to the work calendar assigned to you, no cell phone usage during student contact hours, or completion of district PD homework during working hours.
- Y. Do **not** clock in or out before your scheduled time without the principal’s permission.
- Z. Overtime needs to be approved by your supervisor at all times.
- AA. All classified staff are required to clock out for a 30-minute lunch daily.
- BB. You may be required to administer minor first aid for your students---treating scratches, scrapes, burns, splinters, and the like. Be sure your teacher is aware of anything of a serious nature.
- CC. Anyone who assists in preparing food or feeding the student is required to wash their hands before handling the food. It is not appropriate to eat from the student’s tray.

These are not Paraprofessional Duties:

- A. Be solely responsible for instruction.
- B. Be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments.
- C. Be responsible for selecting, programming, or prescribing educational activities or materials for the students without the supervision and guidance of the teacher.
- D. Be solely responsible for preparing lesson plans or initiating original concept instruction.

- E. Be assigned to implement the Individual Education Plan (IEP) for disabled students without direct supervision and involvement from the certified teacher professional.
- F. Be employed in lieu of certified personnel.
- G. Be used as a substitute teacher.
- H. Perform nursing procedures or administer medications without appropriate supervision from an approved professional.
- I. Perform clerical duties on a regular basis.
- J. Perform duties out of the scope of a paraprofessional
- K. Clock in or out for someone else. Clocking in or out for others constitutes fraud and is grounds for termination of employment for both parties.
- L. Come to work under the influence of alcohol, drugs, or inhalants.
- M. Transporting students in personal vehicles.

Information to Ask the Supervising Teacher

- A. Clarify hours and days you will be working – ask for a school calendar.
- B. Clarify lunch and break hours (where applicable) based on student’s needs.
- C. What records are you responsible for keeping?
- D. What special services are available to the classroom and the school in which you work?
- E. What schedules are you responsible for following?
- F. When do students arrive and depart?
- G. What are the playground rules and regulations?
- H. For what lunchtime activities will you be responsible?
- I. Where are the supplies kept and how are they obtained?
- J. How much time will you spend in inclusion classrooms? How much time in the special education classroom?
- K. What is the line of communication and authority you are to follow?
- L. With whom should you discuss a problem concerning relationships? School Policy?
- M. What should be your response when a parent raises questions about their child’s functioning in the classroom?
- N. What pupil records are available to you?
- O. What is expected of you in terms of student discipline?
- P. What course should you follow if you feel that you do not have enough to do?
- Q. How does your teacher view the teacher/paraprofessional relationship?
- R. What is expected of you in terms of confidentiality of student records?

Professionalism

Confidentiality

All student information is confidential. This is an extremely vital component of the law. There are many Federal laws and state statutes that protect the privacy of educational records. The main

Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential.

Significant penalties can occur from failure to comply with the privacy act. Many school staff fail to realize that even *conversations with non-school personnel or school personnel without an educational involvement with a specific child can be a violation of this act.*

Information and records covered under this act may include but are not limited to personal and family data evaluation and test data, psychological, medical, and anecdotal reports, records of school achievement and progress reports, disability information, and copies of correspondence concerning students.

Discussing specific facts about the students with which you work is a violation of the students' confidentiality rights. Remember that matters regarding students are confidential and cannot be a topic of public discussion – not even in the teacher's lounge, not at the grocery store, not with other paraprofessionals who do not work with the student. Even if you do not mention a student's name, talking about an incident can give identifiable information.

Violation of confidentiality is grounds for dismissal.

Communication

No matter how well a program is designed, success depends on effective communication between the teacher and the paraprofessional. Poor communication skills and negative statements are at the heart of most problems. The learning process is dependent upon the staff establishing and maintaining good lines of daily communication. However, communication with students and staff goes beyond verbal interaction and may include nonverbal interaction.

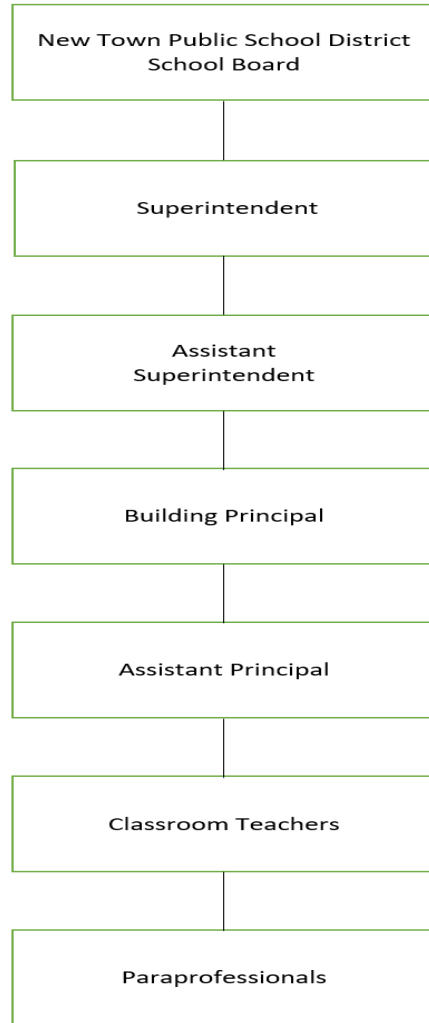
Research has concluded that approximately 80% of communication is nonverbal. Your actions may speak more loudly than your words.

Social Media

It is prohibited to post to social media during school hours and/or contrary to the philosophy, vision, and mission of New Town Public School District during non-working hours.

Chain of Command

The purpose of the chain of command is to effectively and efficiently handle issues that arise during your duties. It means that you communicate first directly to your immediate supervisor concerning job related and safety issues. Do not skip communicating with your immediate supervisor by going around the chain of command about job-related issues that arise. It is inappropriate to complain about issues to other parts of the chain of command without having addressed it with your immediate supervisor first. Such action causes chaos, hard feelings and can be grounds for termination.



Dress Code

In life a person is judged on how well dressed they appear. The same holds true for teachers and paraprofessionals. It is expected that all teachers/paraprofessionals groom and dress modestly and professionally. **Shorts may not be worn during the regular school year.** However, on special occasions, administration may approve shorts being worn (i.e. professional development days, special events, and/or field trips). Teachers/paraprofessionals are role models for the students and should dress accordingly. Jeans may be worn during the school week. Please, do not wear tattered and torn jeans as they are not professional. Shirts that are inappropriate to wear to work include tank tops, spaghetti tops, or any shirts that show the midriff or bra straps. Dressing for success allows teachers/paraprofessionals to gain the respect needed to set a positive example for their students. Many times, students adamantly oppose their dress code policy for various reasons. A critical point to remember is that children are particularly good at modeling the behavior they observe in adults.

Emergency Situations

In an emergency follow the chain of command: report, communicate all issues to your immediate supervisor. Do not skip the chain of command. In emergency situations, only the building principal or leader designee, is authorized to contact law enforcement or emergency medical sources. If you encounter an emergency, contact your immediate supervisor first. If that person is not available, report directly to the building principal. If an emergency takes place and you tried and could not contact your supervisors, you may call 911 but you must ensure that appropriate school authorities are contacted.

What kind of communicator are you?

Do you...

- maintain eye contact while listening?
- maintain a forward posture while listening?
- use non-interruptive acknowledgements, such as head nodding, and positive genuine facial expressions to demonstrate interest?
- avoid interrupting individuals who are speaking?
- use appropriate voice, tone, and loudness in conversations?
- avoid leaning back with arms crossed while listening?

Attitude

All employees convey an image of the school to other professionals, to parents, and to the community. We want this to be a favorable image. The paraprofessional is as much a part of creating this image as is the certificated staff member. Therefore, your actions, speech, and dress should always be appropriate and professional. Show your support for the education program, as well as your supervising teacher verbally, enthusiastically, and actively. For example, just remembering to smile and being friendly toward others can make a difference, as well as looking for ways to assist others. When working with students, having a sense of humor, praising their efforts, and using positive statements show students that you care about them and that you enjoy what you are doing. Remember paraprofessionals, like all staff members, are responsible for the welfare of all students. Be willing to take the initiative. Show responsibility by looking ahead at what needs to be done. Become eager to assist the teacher. Listen to directions and if unclear about what is being asked, ask questions! Work only on teaching concepts the teacher has set for the student.

Attendance

The building principal must be called before 8:00 a.m. if you are unable to be present, or on time for your job. Attendance and punctuality convey how seriously you take your job. Your supervising teacher and the students you work with count on your being at work and on time every day. Your absence affects the quality of the students' education. **Excessive absences are grounds for dismissal.** Three (3) absences in succession without a call to your supervision will result in termination. Fifteen (15) absences, with supervisor notification, will be considered in

excess and a cause for termination. Consistent abuse of leave on Mondays and Fridays is grounds for termination. If you neglect to call your building administrator for an unexpected leave on that day, it will be deemed as leave without pay.

Professional Development

It is the expectation of the district that all paraprofessional/classified employees must attend all the professional development scheduled.

Professional Standards

Paraprofessionals must follow professional guidelines when working with all students including those with disabilities. They will be involved with many other educational personnel, parents, students, and administrators and encounter extremely sensitive information concerning students and families.

Professional standards include the following guidelines:

Relationships with Students and Parents

- A. Discuss school problems and confidential matters only with appropriate personnel.
- B. Avoid engaging in discriminatory practices based on student's disability, race, sex, cultural background, religion, or socio-economic status.
- C. Respect the dignity, privacy, and individuality of all students, their family, and staff members.
- D. Presentation as a positive role model.
- E. Learn student's name, interests, and other characteristics as soon as possible.
- F. Show interest in students and adapt instruction to their unique characteristics as much as possible.

Relationship with Teachers and Related Service Personnel

- A. Recognize the teacher as the supervisor in the setting.
- B. Establish effective communication and a positive relationship with the teacher.
- C. Readily share information about students and the educational setting with the teacher at an appropriate time and place.
- D. Try to resolve issues at the school level before they escalate into a grievance.
- E. Refer concerns about the students to the supervising teacher at an appropriate time and place.
- F. Be cooperative and honest with all professional staff, administrators, and support staff members.

Scope of Responsibility

- A. Engage only in activities for which they are qualified or trained.

- B. Do not communicate student progress or concerns to parents or others.
- C. Recognize that the supervising teacher has the ultimate responsibility for instruction and management of the educational environment.
- D. Ask the supervising teacher for directions and guidance if questions arise.
- E. Implement appropriate individualized programs with fidelity.
- F. Share observations and concerns with appropriate personnel.

Working with Students

Become aware of the specific needs of the students you are assigned to. Understanding instructional and behavioral goals helps eliminate confusion and provides a better understanding of what the expectations are for the student. It is important to know specifically what the students' limitations are. At the same time, however, it is equally important to know what the students' abilities are. It is especially important for our students to be as independent as they can possibly be. Hovering over them and doing too much for them can hinder their progress toward independence. You are always encouraged to give verbal praise to children or high fives for good work. Do be incredibly careful regarding age-appropriate hugging and touching. Always use the student's name never calling them honey, or sweetie. Using hand-over-hand procedures or any physical prompts should never occur unless you are trained, and it has been approved by your teacher. Also, never verbally berate a child or call them negative names. If you are assigned to a specific student, and that student is absent you must notify your supervisor so that you can be reassigned for that day. Never expose your student/students to the smell or behavior of alcohol use.

Special Circumstances When Working with Students

Seizures

In general, a student having a seizure should be kept from harming himself or others but should be allowed to have the seizure without restricting it. Adults should make sure students are not choking during the seizure but should keep hands and objects out of the student's mouth. When the seizure is over, the student should be kept warm, quiet, and allowed to lie down and rest. Your teacher should contact the principal, parents, and possible medical personnel.

Medication

No medication should be administered by any school personnel without permission from a parent. Included are all prescription and non-prescription medications, such as Tylenol, ointments, drops, etc. If the child is mature enough to assume the responsibility of taking his own medication during school time, the school must be informed by the parent of the name of the medication and instructions for it. Be sure to follow the school's policy regarding storing and

dispensing medication. If possible, medication should be administered outside of school hours. Parents/guardians are to be notified if a child is given non-prescription medication and the time it was administered.

Instructional Strategies

Strategies When Working with Students

- A. Read aloud to a student or group of students.
- B. Encourage the student to read aloud to you.
- C. Help the student to select books from the classroom library.
- D. Help the student learn how to use individualized materials.
- E. Repetitive practice with a student or a small group of students on facts to reinforce skills.
- F. Monitor small group work.
- G. Prepare daily positive feedback reports.
- H. Assist students in the use of clay, finger paint, woodworking, etc.
- I. Check on goal setting and provide feedback to students.
- J. Help a student to use reading labs, manipulative math materials, etc.

Additional Duties When Working with a Teacher

- A. Make instructional manipulatives.
- B. Put up students' work for display.
- C. Create bulletin boards.
- D. Encourage students to keep the learning environment clean.
- E. Operate media devices, etc.
- F. Ready easel, clay, finger paint, and other projects.
- G. Participate in discussions and lessons.
- H. Supervision of students

Effective Behavior Support Techniques

- A. Students should be taught behavioral expectations.
- B. Students should be reinforced for rule-following behavior.
- C. Be firm, but not confrontational.
- D. Communicate that you mean what you say.
- E. To increase compliance, use clear commands with less than 5 words in the sentence.
- F. Offer choices.
- G. Reinforce attempts to comply (shaping behaviors).
- H. Make simple commands ("sit down now") and demonstrate command.
- I. Do not use the term "bad" (as in "your behavior is bad"). Try to use "inappropriate" or "unacceptable."

- J. Follow through with all discipline and reward situations.
- K. Maintain a good sense of humor with students whenever possible.
- L. Give immediate feedback; encourage students to correct mistakes.
- M. Let the students know when they do well. Show enthusiasm.
- N. At all times, encourage students to think through situations and be independent.
- O. Talk to students regarding specific behaviors, not about the student.
- P. Give one direction at a time.
- Q. Sarcasm has no place in effective behavior support techniques.

Thoughtful Ways of Dealing with Persons with a Disability (Developmental, physical, or behavioral)

- A. See the person who has a disability as a “person”—like everyone else. Do not focus on the disability. (i.e., my I.D. student should say my student with I.D.)
- B. Do not treat a person with a disability as if he or she were sick. A person with a disability may be very healthy. Remember, disabilities are not contagious.
- C. Appreciate what the person can do. Remember that difficulties may stem more from society’s attitudes and environmental barriers than from their disability.
- D. Always ask a person with a disability if they want assistance before you help them. Sometimes they want to do things for themselves.
- E. Understand that the life of a person who has a disability can be interesting.
- F. Be tolerant of differences. If a person with a disability does not ask or answer you the way you expect, it is probably because of his/her disability.
- G. Speak directly to the person with a disability rather than through a third party. Help draw the person into the group. If the subject of the disability comes up, discuss it with the person rather than with others who may not be present.
- H. Be considerate of the extra time it might take the person with a disability to get things done. Let the person set the pace in walking or talking.
- I. Treat all people with respect and courtesy.
- J. Treating people with a disability as friends and caring about them is most important.

Helpful Tips to Being the Best

- A. Accept and deal with changes.
- B. Follow through.
- C. Be a willing learner.
- D. Keep accurate records.
- E. Maintain confidentiality.
- F. Stop, Think, and then Act.
- G. Maintain a mature attitude.
- H. Listen to instructions.

- I. View your job as a challenge not as an obstacle.
- J. Believe in the importance of the work you do with the students.
- K. Have good attendance at your job.
- L. Always leave your cell phone turned off during your working hours.

Responsibilities for Student Welfare of all Classified Staff

- A. Each staff member must maintain supervision, control, and protection of students commensurate with assigned duties and responsibilities.
- B. An employee should not voluntarily assume responsibility for duties he/she cannot perform. Voluntary assumption of duties carries the same responsibilities as assigned duties.
- C. An employee must provide proper instruction in the safety matters presented in curriculum guides.
- D. All employees are responsible for reporting any accidents, violations, or detected safety hazards.
- E. An employee may not send a student on a personal errand.
- F. An employee may not transport students in a private vehicle except where, and as, such activity is specifically permitted by the superintendent or his/her designee.
- G. A student may not be expected or required to perform work or services that may be detrimental to his or her health.
- H. An employee may not leave a class or students unattended while students are in one room or on a bus.
- I. An employee may not leave a class in the charge of an unqualified person.
- J. An employee must accompany his/her class wherever it is assigned and remain with the students until supervision is assumed by another responsible person.
- K. An employee must never expose the students to the smell or behavior of alcohol use.
- L. Machinery and equipment are to be used only for their intended purpose.
- M. Students are not to work in a shop, kitchen, or laboratory at other than scheduled times, and then, only under qualified supervision.
- N. Unsafe equipment or conditions must be reported promptly to the immediate supervisor
- O. Students not enrolled in shop or laboratory classes are not permitted to use power tools or other potentially dangerous equipment.
- P. All equipment used in the educational process must be operated in a safe manner and consistent with current safety regulations.
- Q. Students with an identified physical or mental condition are not permitted to use equipment that may prove dangerous or injurious to their well-being.
- R. Classroom materials and equipment are to be organized for minimum hazard to students and staff.
- S. Good judgment must be exercised when assigning tasks to children to prevent bodily harm or damage to property.

- T. Such other responsibilities as the Superintendent or his/her designee may publish from time to time.

Resignation: Two weeks' notice is requested.

Insubordinate: Not obeying orders.

Termination: To conclude or end; to finish; to fire someone from a job.

Causes for Termination:

- A. Insubordination.
- B. Attending work with the smells or behavior of alcohol or drug use.
- C. Physical fighting with colleagues.
- D. Three workdays with no call/no show.
- E. Fifteen absences with supervisor notification.

Lunchroom Duties for the Paraprofessional

- A. Students keep their feet on the floor with their lunch trays in front of them while eating their lunch.
- B. Students will not be allowed to throw food or share their food with each other.
- C. Students enter the front door and leave by the back door to eliminate congestion and hitting others as they pass by them on their way out.
- D. Students should be encouraged to pick up items they have dropped and clean up the area at which they sit.
- E. Students are not allowed to get up from where they are sitting and visit others in the lunchroom.
- F. Students are to sit at least ten minutes before cleaning their tray to go to the playground. (Hopefully, they will at least eat something before rushing outside)
- G. No one is to leave the lunchroom with their mouth full of food. They must sit until their mouth is empty.
- H. No food can leave the lunchroom.
- I. Lunchroom supervisors will maintain the cleaning station and wipe up the spills made in the lunchroom. Lunchroom supervisors will keep the tables wiped clean.
- J. Lunchroom supervisors will circulate and monitor student behavior to prevent fights in the lunchroom.

Playground Rules

Goal: All students will be safe and respectful while having fun during recess.

General Playground Rules and Expectations

1. Students will play safely on the playground
 - a. No “underdogs” on the swings
 - b. No holding on to each other while on the swings
 - c. No “bailing out” of the swings
 - d. Stay back away from the swings while others are swinging
 - e. No standing on the tire swings
 - f. Do not walk up the slide
 - g. Go only one direction on the parallel bars
2. Students will show respect for other adults and students.
3. Students will follow any directions by staff.
4. Students will stay outside unless they have a pass.
5. Students will stay away from puddles, mud, ice, and water.
6. Students will leave rocks, sticks, and other dangerous objects alone.
7. Students will play in playground areas, not near classrooms.
8. Students will show pride in their school by keeping the building and grounds free of litter and graffiti.
9. Students will take turns on the equipment (example: count to 25 on swings).
10. Students will not chew gum or eat candy on the playground.
11. Students will leave the following types of objects at home: knives and other unsafe objects, personal stereos, hardballs, etc.
12. Students will settle differences peacefully – Peace Path.
13. Students will return equipment to the proper place when recess is over.
14. When the supervisor blows the whistle, students will walk to their classroom lineups. While waiting in line students will keep their hands and feet to themselves and speak in a quiet voice.

Proper Use of Playground Equipment

Swings

- Take turns using swings.
- Remain seated (no seat drops, no jumping).
- Next student in line counts to 50 (where one swing back-and-forth equals 1).
- Get in line behind a different person when your turn is over.
- Always swing straight.
- Do not hold on to other swings.

- Do not throw swings over the bar to shorten the chains.
- If swings have been thrown over, ask an adult to return them to their place.

Tire Swing

- Do not stand on the tire swing.

Slide

- Sit in the center of the slide and only come down seated with feet first.
- Use only the ladder to reach the top of the slide.
- Only one person at a time is allowed on the ladder and the slide.
- Do not put rocks on the slide.

Jungle Gym

- Use this equipment for climbing only.
- Do not jump off the jungle gym.

Horizontal Ladder

- If you let go of the ladder, go back to the end of the line.
- After reaching the opposite end, climb down, and go back to the end of the line.

Horizontal Bars

- Stand in lines taking turns using the bars for sitting, hanging, spinning, and doing pull-ups.
- No “Cherry Drops” allowed (dismounting from knees without use of hands).

Paraprofessionals Will:

- A. Call on the student responsible to escort a student with a minor injury into the office. (Assistant Principal or Main Office) Playground supervisors should not be leaving the playground unless it is an emergency.
- B. Playground personnel must not be standing in groups visiting, or on their cell phones. They must keep their eyes on the students.
- C. Playground personnel must be moving around. Students can tell the principal exactly where certain staff will stand. To remain in one place provides students with assurance that they will not be seen in some areas of the playground.
- D. Closely monitor known bullies.

Schedule of Custodial Responsibilities

Date/Initial Daily:

- _____ Vacuum or mop all floors
- _____ Empty all trash receptacles
- _____ Clean & sanitize all bathrooms, urinals, toilets, mirrors, & wet mop floors
- _____ Wash/sanitize lower 4 ft. of walls around toilets
- _____ Immediate clean-up of accidents
- _____ Report excessive need for clean-up in any classroom/area
- _____ Clean door windows and sanitize doors/handles/knobs
- _____ Raise the U.S. flag and lower it at appropriate times
- _____ Pick up trash on the grounds before 7:45 am
- _____ Shovel snow & salt icy walkways before 7:45 am (seasonal)
- _____ Remove gum/graffiti immediately
- _____ Minor repairs
- _____ Clean lunchroom and locker rooms daily
- _____ Clean gym floor, stage, weight room, wrestling room when used
- _____ Clean/mop spills on bleachers after each event
- _____ Lock doors and set alarm nightly

Weekly:

- _____ Dust shelves, locker tops, and window ledges
- _____ Empty outside trash can weekly or sooner if needed
- _____ Report excess need for cleanup in any classroom/area
- _____ Remove scuff marks on the walls
- _____ Wet mop & sanitize staff bathrooms
- _____ Mow the lawn (seasonal)

Bi-Weekly:

- _____ Sweep Parking Lots

Semi Annual (August & December):

- _____ Clean trophy cases
- _____ Wash & disinfect trash receptacles
- _____ Clean air handling vents
- _____ Sweep/wet mop/sanitize bleachers

Annual Summer:

- _____ Window cleaning inside & out
- _____ Rug maintenance
- _____ Detail cleaning – all nooks & crannies
- _____ Paint/repair as needed or directed
- _____ Tree trimming
- _____ Clean, sanitize, repair, & remove gum from all desks, chairs, and bathroom walls
- _____ Remove wax build-up before waxing

Routine maintenance:

- _____ Replenish or replace paper towels, toilet paper, soap, air fresheners
- _____ Spot painting
- _____ Tree trimming

Job Description

Title: Paraprofessional

Qualifications: 1. Minimum – High School Diploma or GED
2. Elementary paraprofessionals must qualify for Title 1 credential

Job Classification Pay Schedule: Category 2

Reports to: Classroom Teacher/Building Principal

Job Goal: To assist the teacher in achieving teaching objectives by working with individual students or groups of students to help them achieve skills.

Performance Responsibilities:

- A. Work with individual students or groups of students to reinforce learning skills initially introduced by the teacher.
- B. Occasionally work with a larger group of students to allow the classroom teacher to instruct targeted students.
- C. Assist the teacher in devising special strategies for reinforcing skills based on a sympathetic understanding of individual students, their needs, interests, abilities, and alerts the teacher to any problem or specific information about a student.
- D. Guide independent study, enrichment work, and remedial work as assigned by the teacher.
- E. Follow the instructions of the classroom teacher in the preparation of instructional devices and teaching aides.
- F. Assist with the supervision of students outside the classroom such as: emergency drills, assemblies, recess/playground, hallway duty, and lunchroom duty.
- G. Assist students in activities such as: drill work, reading to students, listening to students read, and participating in other forms of oral communication.
- H. Assist students with their clothing, snacks, clean-up, wash-up, and toilet routines.
- I. Be knowledgeable of and enforce school policies and procedures in all areas.
- J. Promote and participate in school wide improvement plans/projects.
- K. Maintain an important level of ethical behavior and confidentiality.
- L. Performs other duties as assigned by the classroom teacher or principal.
- M. Participate in any in-service training as required by the district.
- N. Training logs must be maintained by the para and monitored by the principal.

Terms of Employment: 9 months or less per year
2-7 hours per day (only when school is in session and the students are present).

Evaluation: Job performance will be evaluated by the classroom teacher and the principal based on district policy.

Job Description

Title: Time – Out Paraprofessional
Qualifications: Minimum – High School Diploma

Job Classification Pay Schedule: Category 4

Reports to: Elementary - Building Principal
Middle School & High School – Building Principal

Job Goal: To supervise and help students in a special setting (Time-Out Room), within the school, who have temporarily been removed from a regular classroom because of unacceptable behavior.

Performance Responsibilities:

- A.** Maintain student order and discipline in the Time-Out Room so students can reflect.
- B.** Keep Time-Out Room attendance records.
- C.** Help students with reflection forms, and assignments when necessary.
- D.** Report any unusual circumstances or non-compliant behavior in the room to the assistant principal, or the principal.
- E.** Maintain order and cleanliness in the Time-Out Room.
- F.** Maintain an important level of ethical behavior and confidentiality.
- G.** Perform other duties as assigned by the principal and assistant principal.
- H.** Participate in any in-service training as required by the district.

Terms of Employment: 9 Months or less
5-7 hours per day (only when students are present and School is in session)

Evaluation: Job performance will be evaluated by the building Principal based on district policy.

Paraprofessional/Classified Staff Handbook

Signature Page

I have read and understand the information in this document and agree to follow the provisions listed herein.

Signature

Date

Return to Building Principal