

Teachers' Aides/Paraeducators

Teachers' aides/paraeducators, as defined in the appropriate job descriptions, are under the supervision of a principal and a teacher to whom the principal may have delegated responsibility for close direction. The nature of the work accomplished by paraeducators will encompass a variety of tasks that may be inclusive of "limited instructional duties."

Paraeducators are employed by the District mainly to assist the teacher. A paraeducator is an extension of the teacher, who legally has the direct control and supervision of the classroom or playground and responsibility for control and the welfare of the students.

In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties, that are newly hired in a Title I school-wide program, to have:

1. Completed at least two (2) years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects.

It is the responsibility of each principal and teacher to provide adequate training for a paraeducator. This training should take into account the unique situations in which a paraeducator works and should be designed to cover the general contingencies that might be expected to pertain to that situation. During the first thirty (30) days of employment, the supervising teacher or administrator shall continue to assess the skills and ability of the paraeducator to assist in reading, writing, and mathematics instruction.

The Superintendent shall develop and implement procedures for an annual evaluation of teachers' aides/paraeducators. Evaluation results shall be a factor in future employment decisions.

TEACHER AND TEACHERAIDE GUIDELINES

A system which utilizes aides must give special attention to provide adequate supervision and control while working with individual students. There is a common belief among many that children learn best in a one-to-one relationship with an adult who shows a special interest in them.

GUIDELINES FOR AIDES

1. An aide is to work under the direct supervision of the classroom teacher or substitute
2. Professional ethics require an aide to refrain from discussing the child, classroom situations, teachers, and the administration with the public.
3. If you have problems, let the teacher hear about the concern **first** from you, not from others.
4. Try to be sensitive to the needs of the class, learn when and how to offer assistance.
5. Whenever possible, try to spend a few minutes each day to discuss with the teacher your share in current and future class work.

GUIDELINES FOR THE TEACHER

1. Put your aide on a schedule. Let them know that you depend on them.
2. Aides should work to meet you specific needs in the classroom and what will help you most to be productive with children.
3. Let you aides know that you respect their opinions and judgments.
4. Respect their time, too. Since they are here to work, have work ready for them.

Legal Reference: Public Law 107-110, No Child Left Behind Act of 2001

Policy History:

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Revised on: