

## **Learning Support Guidelines and Procedures**

### **Confidentiality:**

- v Refer questions and concerns of parents to classroom teacher. If a parent questions you about their child's progress in special education refer them to the special education teacher or certificated personnel.
- v Conversations about students that you work with should take place in a private environment with school staff only.
- v IEP's and confidential paperwork are only to be shared with the Sp. Ed. Teacher and team you work with.

### **Lunch and Breaks:**

- v Breaks are 15 minutes long.
- v Lunch is 30 minutes long.
- v Personal business is to be done only during breaks and lunch. Personal business includes checking district email of a personal nature and phone calls. You will be allotted 5 minutes a day to check to check district related email. If 5 minutes is not enough time let me know what the nature of these correspondences is and we can address it further.

### **When not working with students:**

- v Prepare group folders.
- v Make sure that you have prepared and pulled the entire curriculum for the following week. It is important that weekly materials are prepared ahead of time and that our lesson plans reflect this.
- v Lesson plans and teaching materials shall be completed no later than Friday or the end of the work week, whichever is the case. The planning is done under the teacher's direction.
- v If you have questions, need guidance, or are unsure let me know and I will assist you.
- v Everyone will have a substitute folder ready to go in case of an illness or emergency. This sets the tone for a positive experience for all visiting substitute Para-professionals and the students.
- v At the end of the day all teaching materials for the first groups for following day will be laid out and ready to go.
- v Assistants are provided with a copy each student's goals and objectives. It is important to read them at least one time a week. This helps staff to keep perspective on which direct interventions we are doing with students.
- v As a team we need data. Please write the dates on student work samples and document the progress of IEP goals and objectives on the copies that you have been given. Record this data from monitoring a student's progress using work samples and informal assessments.

- v Clean white boards
- v Dust room
- v Sharpen pencils
- v Clean tables
- v Straighten room
- v Organize files
- v Organize book shelves
- v Organize calendar area
- v Check rectangle table by teacher desk for paperwork and other tasks to be done to help our team.

**Working with Students:**

- v Comment on the positive every chance you get.
- v All students that come into learning support need to know what is expected of them. Our goal is to produce and create independent workers.
- v Non-verbal cues are very valuable, when possible use them.
- v If you are working with a difficult child do not get into a power struggle. Giving students choices in their learning is more productive. Remember, often times it is their disability that is interfering with their ability to attend.

**Most Importantly:**

- v If you are reading this then you have been hired for your unique talents and abilities. I Love your students and enjoy the good that you do everyday to help these children become whole, well, happy, successful individuals.