

Brock Independent School District

410 Eagle Spirit Lane, Brock, TX 76087
817-594-7642



2020-2021

PARAPROFESSIONAL HANDBOOK



Dear Brock ISD Paraprofessional,

Thank you for being a vital part of the Brock ISD Education Family. In an ongoing effort to provide you with as much information as possible, this handbook has been exclusively prepared for you. The intent of this handbook is to provide our paraprofessionals with the most current and most commonly requested information in order to help them succeed in their respective paraprofessional positions.

This handbook is a tool for knowledge and understanding. However, this handbook is not intended to be all encompassing of every aspect of the paraprofessional position within Brock ISD. It is being presented as a guideline for a successful work experience.

In an attempt to keep our paraprofessionals up-to-date, I encourage any comments, suggestions and ideas that you may have in order to improve the quality of the information provided in future paraprofessional handbooks.



CENTRAL OFFICE ADMINISTRATIVE STAFF



Cade Smith
Superintendent of Schools

Dee Ann Mills
Assistant to Superintendent

Jerry Hunkapiller
Director of Career & Accelerated Learning

Ingia Saxton
Director of Administrative & Student Services

Natalie Parish
Public Relations & Communications Director

Mike McSwain
Chief Financial Officer

Glenda Fulmer
Human Resources

Kim Green
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*Administrative Assistant-
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CAMPUS PRINCIPALS

Erin Griffith
Elementary Principal
817-592-6555

Lauren Davis
Assistant Principal

Andy Hudson
Jr. High Principal
817-594-3195

Kenzie King
Assistant Principal/Counselor

Ranae Lane
Intermediate Principal
817-594-8017

Eric Sams
Assistant Principal

Bobby Atchley
High School Principal
817-596-7425

Greg Joy
Assistant Principal

Chain of Command:

No matter how smoothly a program runs, problems will arise. If a problem does arise, the paraprofessional must follow the chain of responsibility in order to resolve the problem.

1. If a problem arises, the paraprofessional should contact the supervising teacher about the problem.
2. If the problem isn't resolved, the next step is to contact the building principal.
3. If the problem isn't resolved, the next step is to contact the Assistant Superintendent or CFO.

If a problem arises with another paraprofessional, the first rule of thumb is to contact the person that you have the concern with. Try to work out the problem. If the person is unwilling to resolve the problem, then work through the chain of command until the problem is resolved.

Cell Phone Use

Because we expect cell phone use to be limited for our students and not to disrupt their learning we hold the same expectation for all staff. **Do not** use your cell phone during teaching / supervising times.

Paraprofessionals

There are several ways paraprofessionals help to improve the quality of educational programs and instructional activities. Probably the most important contribution they make is to enable teachers to concentrate on meeting instructional objectives for the students as well as small groups of children.

Paraprofessionals enhance the quality of various program activities in the following ways:

- * The educational program becomes more child oriented and flexible within the classroom or other educational setting.
- * Children benefit from extra "eyes and ears" that are alert to individual needs and problems.
- * Teachers and other professional practitioners have more time to study and assess the needs of each child, confer with parents, diagnose problems, prepare and plan for individual instruction, try a broader range of teaching techniques, and evaluate the progress of each child.

The paraprofessional's primary role is to assist the teacher and promote more effective use of the teacher's abilities and professional knowledge. It is the teacher's responsibility to assure that students are meeting challenging content and performance standards. Paraprofessionals assist the teacher in helping to meet this goal for each student. In order for paraprofessionals to provide direct instruction to students, teachers plan the instruction for the student. Teachers assist the paraprofessional in the specifics of the instruction, evaluate student progress, and monitor the effectiveness of the paraprofessional's implementation of the instructional strategies.

PARAPROFESSIONAL ETHICS

In order to protect the rights of students and parents, the paraprofessional must be aware of and practice appropriate ethical behavior. As members of the BISD team, paraprofessionals have special relationships with teachers and other colleagues, with children and their parents, and with other members of the community. The effectiveness of these relationships depends not only on the quality of the work performance, but also on professional and ethical behavior demonstrated on the job. The professional behaviors and attitudes expected at BISD do not end at the close of the school day. Please remember paraprofessionals, like all school personnel, are representatives of BISD.

As a BISD paraprofessional, you are expected to:

- -maintain confidentiality about all personal information and educational records concerning children and their families.
- -respect the legal and human rights of children and their families.
- -follow district or agency policies for protecting the health, safety and well-being of children.
- -follow directions of teachers and other supervisors.
- -maintain a record of regular attendance, arrive and depart at specified contract times and notify appropriate personnel when you must be absent.
- -demonstrate honesty, loyalty, dependability, integrity, and a willingness to learn.
- -demonstrate respect for cultural diversity and individuality of all students.
- -follow the chain of command for various administrative procedures.
- -demonstrate a willingness to participate in opportunities for continuing education provided by BISD.



Work Responsibilities

1. Follow all district protocols and safety plans for the staff and students.
2. Recognize that the classroom teacher has the ultimate responsibility for the instruction and the behavior of the students and follow the directions given by your supervisor.
3. Realize that you may be assigned to a particular classroom or grade, but you may be asked to work with other classes and/or age groups at any given time.
4. Assist students in performing activities initiated by the teacher.
5. Supervise children in the hallway, lunchroom, playground, etc.
6. Reinforce learning in small groups or with individuals, while the teacher works with other students.
7. Refer concerns expressed by parents, students or others to the classroom teacher. The teacher is responsible for communicating progress and concerns with parents—not the paraprofessional.
8. Perform clerical tasks such as attendance, typing, copying, etc.
9. Assist the teacher in observing, recording, and charting behavior.
10. Assist the teacher with crisis problems and behavior management.
11. Carry out instructional programs designed by the teacher.
12. Work with the teacher to develop classroom schedules.
13. Assist in creating flashcards, posters, bulletin boards, etc.
14. Take care of student emergencies and illnesses such as vomiting, toileting accidents, etc.
15. Supervise when students arrive at school, eat breakfast, eat lunch, and get on buses in the evening.
16. Supervise in the restrooms.
17. Straighten room at the end of the day.
18. Complete time sheets in a timely manner
19. Carry out any other responsibilities deemed appropriate for this position.
20. Avoid situations where you are alone in an enclosed area with a student.
21. STAY BUSY. If you have down time, ask your teacher what you can do to help. Move around the room, and avoid just sitting for extended periods of time.

Paraprofessionals May Not:

1. Communicate concerns or progress about students to parents.
2. Discuss any aspect of a student's behavior, progress, and concerns with anyone outside of the school setting.
3. Be solely responsible for assigning grades.
4. Assume full responsibility for supervising assemblies or field trips.
5. Transport students without district authorization.

Characteristics of Effective Praise:

1. Include the student's name in your praise. It helps to be specific.
2. Praise should be descriptive. It should let the student know what he/she is doing correctly.
3. The praise must be convincing. You should use a tone of voice and body language, which convey that the praise is genuine. The praise must also be appropriate for the age and grade level of the student.
4. The praise is more effective if it is varied and praise should not disrupt the class or lesson.
5. EXAMPLES:
 - a. "Steve, you went from one page right to the next; that's the way to keep working."
 - b. "Shelia, you capitalized the first word of every sentence. You've really learned the rule!"



50 Ways To Praise A Child

Wow - Way to go - Super - You're special - Outstanding - Excellent -
 Great - Good - Neat - Well done - Remarkable - I knew you could do it -
 I'm proud of you - Fantastic - Super star - Nice work - Looking good -
 You're on top of it - Beautiful - Now you're flying - You're catching on -
 Now you've got it - You're incredible - Bravo - You're fantastic - Hooray
 for you - You're on target - You're on your way - How nice - How smart -
 Good job - That's incredible - Hot dog - Dynamite - You're beautiful -
 You're unique - Nothing can stop you now - Good for you - I like you -
 You're a winner - Remarkable job - Beautiful work - Spectacular - You're
 spectacular - You're darling - You're precious - Great discovery - You've
 discovered the secret - You figured it out - Fantastic job

WAYS TO SAY "GOOD JOB"

Nice going.

That's great.

That's clever.

Very creative.

Excellent Work.

Very interesting.

What neat work.

You've got it now.

That's a good point.

Thank you very much.

I appreciate your help.

You made it look easy.

Ann is paying attention.

Keep up the good work.

That's the right answer.

Now you've figured it out.

That's coming along nicely.

Everyone's working so hard.

That's quite an improvement.

Now you've got the hang of it.

I like the way Tom is working.

You're on the right track now.

That's a very good observation.

That's an interesting way to look at it.

This kind of work pleases me very much.

Congratulations! You got _____ right.

It looks like you put a lot of hard work into this.

Thank you for raising your hand, Charles. What is it?

Thank you for (sitting down, being quiet, getting right to work, etc.)

I bet your mom and dad would be proud to see the job you did on this.

PARAPROFESSIONALS POSITIONS DEFINED

EDUCATIONAL AIDES

- **Computer Lab** - Aide oversees the daily operation of the computer lab and works with students.
- **Content Mastery (CM)** - Qualifying students receive one-on-one or small group help in a small setting. Students are taught the lesson from the classroom teacher then go to the content mastery room for additional help or small modifications. The class has a teacher and an aide. Students attend as needed for approximately 10-20 minutes at a time.
- **English as a Second Language (ESL)** - Aide helps the teacher work with students who need help with English.
- **General Classroom Aide (GCA)** - Aide helps the teacher work with students who are in general education.
- **In School Suspension Aide (ISSA)** - Aide monitors students who are sent to In School Suspension (ISS).
- **Library Aide** - Aide helps the librarian with the daily operation of the library.
- **Physical Education (PE)** - Aide helps the physical education teacher with the lessons and activities.
- **Pre-School Program for Children with Disabilities (PPCD)** - The aide helps the teacher by monitoring and working with 3-6 years olds who have various disabilities.
- **Resource (R)** - Aide works with students who have an identified disability. Some students might be identified with a mild intellectual disability. The aide helps the teacher by helping students with lessons and moving from one classroom to another if needed.
- **SELF / Life Skills Aide** - Students could be medically fragile with a variety of disabilities. The aide may be assigned to one student or a group of students. Students may need help with lessons, mobility, eating, etc. Some students may be in wheelchairs.
- **Special Education Aide** - Aide assigned to any one of the special education classes or programs.
- **Special Student Aide** - Aide is assigned to a specific student(s) and tends to the needs of the student(s) based on the student's Individual Education Plan (IEP).
- **Title I Aide** - Aide is employed at a Title I Campus.

OFFICE STAFF, OTHER SUPPORT STAFF AND NURSES

- Accounting / Payroll Assistant - Works in the Business Office. Handles employee payroll and accounts payable.
- Administrative Assistant / Secretary - Works under the supervision of the principal or assigned administrator.
- Administrative / Counselor Clerk / Records Management Clerk - Works in a specified office under the supervision of the principal, assistant principal or counselor.
- Attendance Clerk - Maintains daily attendance records, student enrollment, withdrawals, documentation and all related data entry, accountability reports and audits. Works in an office environment.
- Benefits Specialist - Coordinates and maintains employee health and insurance benefits.
- General Office Clerk (GOC) - Generally works in the office area with duties as assigned by the principal.
- Licensed Vocational Nurse (LVN) - Works in the school clinic. Must meet requirements provided by Health Services Department.
- PEIMS and Student Records Assistant - Works with the **Public Education Information Management System (PEIMS)** and student records, which includes testing and attendance data.

LUNCHES

You are provided a daily lunch out of the cafeteria free of charge. This will include a regular tray or salad, both of which will need to be included with your lunch count. However, this does not include any additional food, drinks or snacks and does not include breakfast.

DUTIES AND RESPONSIBILITIES

Paraprofessionals provide an important service toward the education of Brock ISD students. Many paraprofessionals serve in classrooms as educational aides while others work in the library, computer lab or in an office setting as clerks and secretaries.

Job descriptions have been written for each position; however, the actual duties and responsibilities of our paraprofessionals vary greatly from campus to campus as well as by the needs of the students. Because of the variety of duties, individual job descriptions should be written and reviewed yearly, for each paraprofessional, based on campus, classroom, and office needs as well as the paraprofessional's skills.

Included in this handbook is a job description outline. This outline should be completed together by the paraprofessional and supervisor at the beginning of each school year and modified as needed throughout the school year.

Additionally, general job descriptions for each position are available in Human Resources.

LETTER OF ASSURANCE AND RESIGNATIONS

Letter of Assurance

Prior to the end of each school year, a letter of assurance will be extended to "at-will" employees at the campus Principals' discretion for the following school year. Letters of Assurance are not contracts and are not to be considered as such.

Letter of Resignation

A Letter of Resignation, indicating the employee's intended last day of work, should be sent to Human Resources as soon as the resignation is known about. A resigning employee should notify his/her immediate supervisor and send the written notification to Human Resources.

TIME RECORDS FOR NON-EXEMPT EMPLOYEES

1. Brock ISD's policy regarding overtime compensation is as follows:
 - a. Each workweek stands alone in determining any overtime worked.
 - b. The **Fair Labor Standard Act (FLSA)** only recognizes overtime after 40 hours per week.
 - c. Paraprofessionals are paid a daily rate based on an eight-hour workday.
 - d. Clock in and Clock out times should not be the same each day.

2. Meal and Rest Periods:
 - a. There is not a FLSA requirement to provide meal or rest periods, i.e. coffee breaks, etc.
 - b. A 30 minutes meal period is non-compensable time if they meet the following conditions:
 - i. Employee is completely relieved of all duties and is free to leave duty station
 - c. There is no requirement that employees be allowed to leave premises.
 - d. There is no expectation that paraprofessionals receive a "conference period".

EDUCATIONAL AIDE CHECKLIST

This checklist is a tool to help our educational aides develop a job description, understand expectations and establish good communication between supervisors and co-workers. By answering the questions on the checklist, educational aides will gain added knowledge and expertise in their job assignment as well as become a contributor to student success.

- _____ 1. Have I exchanged telephone numbers with my supervisor, teacher/immediate co-workers?
- _____ 2. Have I learned safety protocols and emergency procedures in case of such events as fire or weather conditions?
- _____ 3. Have I become familiar with the daily classroom schedule?
- _____ 4. Do I understand my job description?
- _____ 5. Do I understand how I am to divide my time among tasks?
- _____ 6. Do I understand the teacher's discipline methods?
- _____ 7. Do I know in what ways the teacher wants me to assist in disciplining students?
- _____ 8. Do I know what student records I am to keep and where to file them?
- _____ 9. Do I know which outside-the-classroom activities (i.e., lunchtime or playground duties) I am responsible for?
- _____ 10. Do I know where supplies are kept?
- _____ 11. Do I know where to obtain equipment?
- _____ 12. Do I know how to operate classroom equipment?
- _____ 13. Am I familiar with the school policy concerning releasing a child to a parent (or other adult) who comes to pick up that child early?
- _____ 14. Do I understand the school policy regarding reporting suspected cases of child abuse or neglect?
- _____ 15. Have I reviewed/discussed educational and medical student information with the teacher?
- _____ 16. Am I familiar with district policy and procedures?
- _____ 17. Do I have a substitute folder of instructions and job duties for my sub?
- _____ 18. Do I know how to report my absences?
- _____ 19. Have I reported my absences to the absence reporting system?
- _____ 20. Have I read the district's policy on Leaves and Absences?
- _____ 21. Have I notified my supervisor that I will be absent?
- _____ 22. Do I know how to access the Brock ISD website in order to find district information, questions and answers, forms, policy and employee information?
- _____ 23. Have I read the Brock ISD Employee Handbook and do I understand district policy and procedures regarding confidentiality of records and information for both students and employees?

CONFIDENTIALITY OF STUDENT RECORDS

Federal law protects the confidentiality of records for all students. All policies regarding the release of information must be strictly followed. Access to the records of any students with disabilities is strictly limited, and all special education eligibility information is to be kept in a locked, secured location.

The **Family Educational Rights and Privacy Act of 1974 (FERPA)** limits the release of any personally identifiable information about any student only to the student's parents, educators with a direct educational interest in the child, and appropriate persons in the event of an emergency. Release of confidential information to any other agency or person requires the written consent of the parent.

Teachers and paraprofessionals should give careful consideration to any written descriptions of student behavior. Any written description of student behavior, once shared, becomes accessible information. Any verbal communication about a student containing personally identifiable information may be a violation of the student's right to confidentiality.

Policy FL (Legal): Confidentiality of Student Records

FL (LEGAL)	The District shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in the District shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. The District shall maintain for public inspection a current listing of the names and positions of employees who may have access to this information. <i>34 CFR 300.572</i>
RECORDS RETENTION	The District shall retain education records of students with disabilities for at least five years after the student's graduation or dismissal from special education. <i>34 CFR 75.734</i>



BROCK SCHOOL SONG

To dear ole Brock High School, we'll always be true,
we'll live by her standards whatever we do.
Our meetings together, our games and our fun,
our teamwork, our troubles too,
we've lost and we've won.
We love our school colors, the gold and the blue,
their part of our memories,
Brock High, We Love You!



**2020-2021
Paraprofessional Handbook
Verification Form**

I, _____ have received a copy of the Paraprofessional Handbook.

I also understand that I have access to the handbook on our district website.

I understand I **MUST** communicate and coordinate with all teachers and administrators on a regular basis to ensure success for the students.

I understand that I am **required** to comply with district policies and can be subject to disciplinary action for non-compliance.

Paraprofessional Signature

Campus

Date