

APPENDIX B

**SUGGESTIONS FOR
ADMINISTRATORS**

Suggested Checklist for Principals

School principals play a critical role in supervising and supporting the work of paraeducators. The school principal may use this checklist as a tool for developing appropriate paraeducator services in his or her building.

Consider forming a building or district level committee of administrators, paraeducators, teachers, other building personnel and parents to examine building practices and plan strategies for improving paraeducator services. The committee could use the items on the checklist below or develop a checklist specifically for its school.

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Does our building have guidelines for effective paraeducator services and a code of ethics? Are team members informed about these guidelines and their ethical responsibilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does each paraeducator in the building have a clearly defined role? Has this role been communicated to each team member? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does each paraeducator in the building have a current and accurate job description? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do teachers understand their responsibilities for directing the paraeducator(s), giving feedback to the paraeducator, training the paraeducator, scheduling, providing input to personnel evaluations, etc.? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do paraeducators know who can provide help and support? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the responsibilities for supervising the paraeducator(s) clearly defined? Do team members know who is supposed to supervise them and do they understand the role of the supervisor? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do paraeducators and teachers understand the district evaluation process? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a process for overseeing the team process to ensure that effective practices are being followed? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a process for keeping parents informed about the roles assigned to paraeducators? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are school newspapers and other correspondence delivered to each paraeducator? Is information about the work of paraeducators included in the newspapers? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does each paraeducator have the skills needed to meet assignments? |

- Does our building have a written staff development plan for paraeducators?
- Has each newly hired paraeducator received the required inservice training during his or her first year?
- Are the staff development needs of paraeducators assessed?
- Are paraeducators provided with staff development in basic competencies that most paraeducators need?
- Are paraeducators provided with staff development in areas that are specific to their individual assignments?
- Do teachers have the skills they need to direct and support paraeducators? If not, are there staff development efforts planned to meet this need?
- Is there time built into the schedule for paraeducators to meet with teachers to plan, maintain effective communication, and receive feedback?
- Are there written procedures for emergencies? Have staff members been trained in how to respond to emergencies?
- Do the paraeducators in our building receive recognition and adequate compensation for the work they do?
- Is there anything our faculty can do to assist paraeducators who have a goal to become a teacher or to pursue some other career?
- Are paraeducators provided with opportunities to get involved with building and district activities where their input would be valued?

Tips to Include in Orientation Training for Paraeducators

1. **Maintain confidentiality at all times:**
Do not discuss students or staff in the lounge, in the classrooms, on the playgrounds, at work sites, at social functions, or amongst your friends, family, or co-workers. Discussions of this nature should take place ONLY with your supervisor in a private place. If you find yourself in a situation where you feel uncomfortable about the conversation, leave. If you are asked questions about students, staff, family situations, or things that you are not allowed to discuss, say that you cannot talk about it due to confidentiality. Refer the person to your supervisor.
2. **Regular attendance:**
If you are ill, let your supervisor know as soon as possible. If you are planning to be absent, please let your supervisor know as soon as possible, so they have time to make other arrangements. Schedule doctor and dental appointments after your work hours, unless it is unavoidable.
3. **Punctuality:**
Please be on time. Be in your designated work area at the scheduled times and be ready to work. Changes in schedules do occur; when they do, follow your schedules as closely as possible.
4. **Breaks:**
Breaks may be allotted by your supervisor. A break begins when you leave your work area. Breaks include personal phone calls and bathroom breaks.
5. **Flexibility:**
Be willing to assume more responsibility when requested. Please step in and take over someone's duties when necessary.
6. **Compromise:**
Be willing to modify your position on issues relating to students, staff, etc. This will help keep the team cohesive.
7. **Show initiative:**
Your primary responsibility is to the student(s) you are assigned to assist. However, you may have time and opportunities to help other students and/or teachers. Please do so. Become familiar with the instructional materials that are available for use with students in the classroom or on an individual basis.
8. **Have a positive attitude:**
Please leave your problems at home. Use scheduled break times or after school times to discuss personal problems. If you have concerns about students, staff, parents, or your job discuss them with your supervisor in a private setting.

9. **Know the boundaries of your authority:**
Your role is to follow through on directions, methods, and management given by the teachers and case managers. They are ultimately responsible and in charge. If you have any questions, need to clarify information, or want more information about your role, please ask your supervisor in private. This will help avoid misunderstandings and maintain confidentiality.
10. **Maintain composure:**
Your tone of voice, volume, facial expressions, gestures and comments are observed by staff, students, visitors to school sites, and the public. Be sure to maintain a calm and professional demeanor in all situations.
11. **Be consistent in behavior management:**
When working with students, consistency is important. Please respond to behavioral concerns in the manner you have been instructed and/or as stated in the student's behavior management plan in ALL settings. DO NOT use physical interventions unless you have been instructed to do so by your supervisor. If you do not understand any aspect of your role, ask!
12. **Professional relationship:**
Your role is to help students become as independent as possible. Establish a professional relationship rather than a "buddy" or "mothering" relationship.

Infection Control Procedures

I have read and reviewed “Recommended Procedures for Infection Control, Handling Emergency Illness and Accidents at School” with my supervisor.

Paraeducator’s Name: _____

Date: _____

Supervisor’s Name: _____

Date: _____

OPTIONAL

Lifting Techniques

I have watched the video about correct lifting techniques and have reviewed the information with my supervisor.

Paraeducator’s Name: _____

Date: _____

Supervisor’s Name: _____

Date: _____

OPTIONAL

Wheelchair Safety

I have read and reviewed the section on “Wheelchair Safety” with my supervisor.

Paraeducator’s Name: _____

Date: _____

Supervisor’s Name: _____

Date: _____

**Local school district
policies and procedures
relative to paraeducators
need to be added here.**