

TEACHER ASSISTANT SUPPORT PROTOCOL

SEPTEMBER 1999



Philosophy

Since the mid 1980's, the Government of New Brunswick has endorsed the philosophy of the inclusion of exceptional children into the regular classroom setting. In order to meet the needs of these exceptional children, many and varied types of resources and supports have been introduced. One type of support system is the assignment of a Teacher Assistant.



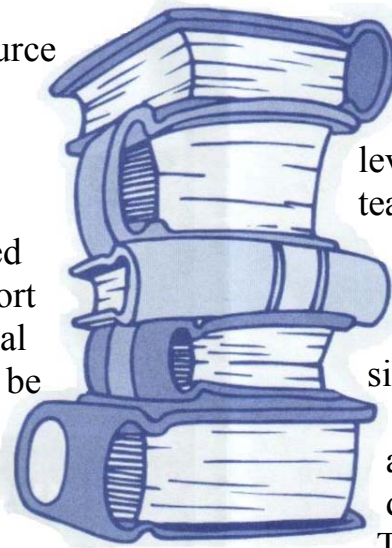
In fact very few students require full time teacher assistant support. Teacher assistants are generally shared with other students or assigned on a part-time basis. The capacity of the present school-based resources and the extent of the student's exceptionality will be factors in determining the amount and kind of support needed.

In order for children to lead full and productive lives, they must be given the opportunity to move from dependence to relative independence leading to a decrease in support services. It is recognized, however, that some children will always require ongoing support.

Teacher Assistant Support

The Teacher Assistant works under the supervision and direction of the student's classroom teacher(s), resource teacher, principal and/or other professional staff.

Teacher Assistants are paraprofessionals employed by school districts to support the inclusion of exceptional children. They should not be viewed as a student's personal assistant, but as rather as a support to a teacher or classroom.



The request process emphasizes a collaborative approach at the school level. The school-based team helps the teacher develop and implement all possible strategies and resources prior to a referral to the district level for Teacher Assistant support. Class size and composition, support services, and workload of the teacher are taken into account when determining the amount of Teacher Assistant support required.

REQUEST PROCESS

1. *The student's name is forwarded to the school-based team for discussion. Referrals may come from teachers, parents, other professionals, etc.*
2. *The school-based team will consider all current information from which it will identify the student's strengths and needs.*
3. *The team will undertake a problem solving process to generate strategies to address identified strengths and needs. These strategies will be prioritized and implemented.*
4. *Informal, and, if warranted, formal assessment will occur.*
5. *A Special Education Plan will be developed.*
6. *Current school resources will be reallocated.*
7. *A request for Teacher Assistant support, with accompanying documentation, may be submitted to the district office if the educational planning process had identified this need.*



Things to Remember

- The school-based team may be composed of classroom teachers, resources teachers, guidance personnel, school administrator, and district personnel when required.
- All requests must first be addressed to members of the school-based team. The principal is usually the contact person for this team.
- Very few children require full-time Teacher Assistant support.
- A Teacher Assistant is not to be viewed as a personal assistant for an individual student, but rather as a support to a teacher or classroom.
- The placement of a Teacher Assistant and the number of hours assigned are ultimately educational decisions; however, parents and other professionals are consulted as a part of the educational planning process.
- The amount of Teacher Assistant support can vary from year to year depending on the changing needs and resources.

Please contact the school principal if you have questions or comments regarding Teacher Assistant support.

OTHER DOCUMENTS AVAILABLE:

Resource for Assisting Struggling Learners

Best Practices for Inclusion

Teacher Assistant Guidelines

Teacher Assistant Support Protocol

**Resource for Learning Disabled Students:
High School Foundation Program**

Resource for the Identification and Teaching of Students With Specific Learning Disability: Elementary/Middle Level

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