

Jefferson City Early Childhood Center Paraprofessional Handbook



2026-2027 School Year

Revised 2026

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Our Mission

Jefferson City Early Childhood Center's mission is to nurture a school climate where all individuals feel respected, supported, and safe. We will focus on collaboration with families, schools and community, while providing high quality instruction to develop lifelong learners.

Our Vision

To become a model educational center with comprehensive early childhood services that provides rigorous and engaging instruction for all.

Administrative Team

Danielle Westmoreland, Principal
 Joshua Ferguson, Assistant Principal
 Anna Young, Instructional Coach
 Mallory York, Home School Coordinator
 Karly Berendzen, Process Coordinator
 Beth Castrop, Educational Diagnostician
 Leah Wright, Psych Examiner
 Ann Zoellner, Nurse
 Renee Davis, Pre Kindergarten and Parents as Teachers Administrative Assistant
 Margie Lechner, ECSE Administrative Assistant

Position	Staff Member	Instructional Paraprofessional	Room Number
Pre-K	Skain	Chapman	120
	Woods		121
	Grotjan		122
	Weber	Luebbering	123
	Eggen	Grellner	130
	VanLoo	Casey	131
	Keller	Robinette	132
	T. Randall	Galbreath	133
	Reinert	Morgan	140
	Anzalone	Porter	141
	Skinner	Lankapothu	142
	Hagenhoff	Lakshmi	143
	Ewers		152
	Basinger	Heiland	153
	Chapman	Fox	154
	Gilpin	Neil	155
	Maloney	Wright	166
3 Year Old	Morris	Rowlan	160
	Heflin	Martin	161
	Simmons		164
	Grantham	Adams	165
ECSE	Grosvenor		124
	Henderson	Neighbors	125
	Wieberg	Wietkamp	134
	B. Randall	Wehmeyer	135
			144
	Stumbaugh	Whittier	145
	Wingate	Cole	150

	Huntely	Dunlap	151
Speech Language Pathologist	Martin Johnson Snyder Lackman		162 163 168 169
Occupational Therapy	Luebbering		136 156
Physical Therapy			136 156
MME	Church		168
P.E	Ousely		Multi- Purpose (Gym)
Psych Examiner	Wright		111
Parents As Teachers	Ally Rose (PAT Admin) Cover Washington Starzman Massman Flowers Brooks Stumbaugh Quinn Angel Ekholm Jobe Womack		118
Day Custodian	Casey Pemberton Tom Brady		Head Custodian Mid Shift
Night Custodian	Jeni Petersen Maddie Kinneman Mike Cayzer Ken Shanks		Glacier Mountain Delta Ocean
Food Service	Enloe		Kitchen
SRO	Officer Joyner		

The Role of a Paraprofessional

Working with Students:

- Treat all students with respect and talk to them using a calm, assertive voice.
- Familiarize yourself with and follow all paraprofessional plans pertinent to your role.
- Implement and follow all behavior plans for students you are assigned to work with.
- Always follow through with what you tell the students. Do not give empty threats or promises. Students need to trust you.
- Do not refer to the student as a “special ed. student.” Remember that they are first a child! For example: “A student with autism” NOT “An autistic student”
- Use age-appropriate language.
- Assist with the arrival and departure of children.
- Assist with sanitation of classroom and materials.
- Assist with the instruction of personal hygiene with students in a respectful manner.
- Monitor and provide positive feedback and support as necessary.
- Praise and motivate the students frequently.
- Provide assistance with all instructional activities (academic, daily living skills, and/or social skills)
- Assist students in the classroom and divide your time according to student needs.
- Be a role model!

Working with Staff:

- Work together as a team and not as an individual.
- Build and maintain effective communication.
- Familiarize yourself with teacher rules and expectations for the classroom you are working in.
- Conduct weekly “Glows and Grow” with your classroom teacher to ensure you’re both on the same page in regards to expectations and communication.

Chain of Command

To promote effective communication and timely resolution of concerns, staff members are expected to follow the established chain of command. Whenever possible, concerns should first be addressed directly with the individual involved. If the issue cannot be resolved at that level, it should be elevated through the following chain of command:

1. The individual involved
2. Classroom Teacher
3. Pam Morgan, Paraprofessional Liaison
4. Joshua Ferguson, Assistant Principal
5. Danielle Westmoreland, Building Principal

Following the chain of command helps ensure concerns are addressed by the appropriate person, supports collaborative problem-solving, and promotes respectful and efficient communication.

The roles of each level in the chain of command are as follows:

- **Classroom Teacher:** Primary point of contact for classroom procedures, instructional support, student needs, and daily responsibilities.
- **Pam Morgan, Paraprofessional Liaison:** Provides guidance and support to paraprofessionals, assists with questions or concerns related to the paraprofessional role, and serves as a resource for collaboration and problem-solving.
- **Joshua Ferguson, Assistant Principal:** Supports the day-to-day operations of the school, student behavior, staff support, and administrative concerns.
- **Danielle Westmoreland, Building Principal:** Oversees all building operations and serves as the final level of building leadership for concerns that cannot be resolved through previous levels of the chain of command.

Professional Ethics and Professional Boundaries

Paraprofessionals are trusted members of the educational team and are expected to conduct themselves with professionalism, integrity, and respect at all times. Every interaction with students, families, colleagues, and community members should reflect the values and mission of Jefferson City Early Childhood Center. Professional ethics include maintaining confidentiality, treating all individuals with dignity and fairness, following district policies and procedures, demonstrating honesty and accountability, and acting in the best interest of every child.

Maintaining professional boundaries is essential to creating a safe, supportive, and respectful learning environment. Paraprofessionals should build caring and positive relationships with students while maintaining appropriate adult-student boundaries. Staff should avoid favoritism, refrain from sharing personal information that is not relevant to their role, and never communicate with students through personal social media accounts, personal phone numbers, or other unauthorized methods. Concerns regarding a student's safety, well-being, or behavior should always be communicated through appropriate school channels.

Professional boundaries also extend to relationships with families and colleagues. Communication with families should remain respectful, school-related, and consistent with district expectations. Concerns about students, staff, or school operations should be addressed privately through the appropriate chain of command rather than discussed in public settings or on social media.

As representatives of Jefferson City Schools, paraprofessionals are expected to model professionalism through their language, appearance, decision-making, and interactions with

others. By maintaining high ethical standards and appropriate professional boundaries, staff help foster trust, ensure student safety, and contribute to a positive school culture where every child can thrive.

Confidentiality

It is of vital and legal importance that the confidentiality of all students, especially those with disabilities, be maintained at all times. Staff may not speak about student specific issues to anyone who is not an employee of the Jefferson City School District. Staff may also not speak to employees of Jefferson City School District about a student unless this is a “need to know” person. If you are unsure of who has a need to know, it is best not to speak with that person until you have verified with the principal or student’s special education case manager that the staff member has a need to know; generally speaking a “need to know” individual would be a member of that student’s IEP team.

Personally Identifiable Information may not be shared with any staff member without a need to know. Personally Identifiable Information includes the student’s name, the parent’s or guardian’s name, the name of another family member, the address or phone number of the student or the student’s family, the student’s school ID number, and personal characteristics or other information that would make it possible to identify the student, including the student’s disability.

There are several laws that govern the privacy of students.

- FERPA (Family Education Rights and Privacy Act)
 - Federal Law
 - Protects rights of families-provides protection of any personally identifiable information
- IDEA (Individuals with Disabilities Act)
 - Federal Law
 - Develops an educational plan for students with educational disabilities
 - Personally identifiable information protected by FERPA
- Section 504 of the Rehabilitation Act of 1973, as amended
 - Federal Law
 - Provides accommodations for a person with a disability
 - Personally identifiable information protected by FERPA

FERPA Protections

- No disclosure of personally identifiable information will be provided without consent from a parent or guardian

- Protection covers all students and families
- Consent is not required in certain situations – all which concern disclosure to State and Local agencies
- No one has the right to release or discuss any information about any student without the consent from that students' parent or guardian, or the student at age 18

IDEA Protections

- Provides a Free and Appropriate Public Education for all students
- Requires additional personally identifiable information to be obtained and recorded
- Everyone associated with students with disabilities must protect those students' rights under FERPA

Section 504 Protections

- Provides for a Free and Appropriate Public Education for all qualifying students
- Provides certain protections for people with disabilities
- Requires additional personally identifiable information to be obtained and recorded

FERPA, IDEA, and SECTION 504

- What occurs in a classroom or school cannot be discussed with any other person at any time
- Any questions about occurrences in the classroom should be directed to the teacher privately and at an appropriate time
- All those working or observing in a classroom will be provided information on a need-to-know basis

Confidentiality In the Classroom

- What occurs in the classroom, school, or events involving a specific student should not be discussed with others outside of those who need to know (administrators and/or supervising teachers)
- Information inadvertently or purposefully gathered on a student should not be shared with anyone but the administrator and/or supervising teacher.
- Any questions about occurrences in the classroom should be directed to the teacher privately and at an appropriate time. The teacher is responsible for the classroom and for communicating with parents and others.

- All those working or observing in classrooms will be expected to maintain confidentiality and discretion.

To Be Kept Confidential

- All personally identifiable information
 - o Student names, ID numbers, grades, schedules, etc.
 - o Student performance, academically or behaviorally
 - o Information seen or overheard in the classroom or school about a student
 - o Any information learned about any particular student or group of students

Below are some ways to avoid confidentiality problems:

- Do not point out or label children in public or anywhere outside of school.
- Avoid sharing personal information with anyone not directly involved with the student.
- Avoid using names if you are asked about your job.
- Be careful not to distort, exaggerate or confuse information.
- Never use student information as gossip or as a joke.
- Consider your words carefully in the school building (e.g. teacher's lounge), where it is very easy to say something unintentionally.
- Remember, children deserve the respect you would provide your own child.
- Focus comments on student strengths and be positive.
- At any time if you don't want to answer a question or are unsure whether to answer, DON'T!
- Be direct and honest. "I'm sorry, but I cannot share that information with you."

Daily Operations

Staff Attendance

Staff are expected to arrive and stay during their contracted time. Arriving late, leaving early, and absences should all be communicated to the Principal with as much notice as possible. In the event of a short-notice illness staff are to text/call Principal, secretaries, and classroom staff in addition to placing absence into Frontline Absence Manager.

- ECSE 7:15am-3:05pm
- Regular Education 7:30am-3:20pm
- Itinerant/PartTimePartTime Teachers 7:30am-3:20pm
- Cafeteria and Custodial-Per your direct supervisor's instruction

Student Attendance

The school day for students officially begins at 7:30 a.m for ECSE and 8:00am for General

Education. Classroom staff are responsible for greeting students at the door and monitoring hallways during entry, or assisting students to safely get to their classroom.

Teachers will take attendance using Infinite Campus each morning. Attendance should be taken within 30 minutes of class. Students arriving late must report to the office first to check in. The office will adjust attendance for students that are tardy.

Building Behavior Expectations

At JCECC students are to help make it a safe place by making safe choices. Our job is to help students make safe choices and keep the classrooms and school safe. Specific guidelines for student behavior have been established for each area of the school to help provide all students with a learning environment at all times. Please provide explicit instruction to your students on these expectations and practice these expectations with your students on a regular basis.

Students

- Treat students with dignity and kindness. *No yelling or hurtful language, Correction/Redirection should be done with assertiveness not aggression.*
- Speak positively or factually in front of a child. *No gossiping about children, family, or other colleagues*
- All educators who work with children with an IEP, BIP, or any extra support should have access to appropriate documents and support. Case Managers are responsible for sharing documents, all adults are responsible for reading information on students.

● Colleagues

- Para's should communicate directly with their classroom teacher. Open communication provides an environment where both teacher and para have ownership in the classroom.
 - Weekly meetings to determine Glows & Grows
- Chain of Command-
 - Discuss staff conflicts with individuals involved in private. Be respectful and professional.
 - Address concerns directly with colleagues first unless safety is a concern. If concern is not resolved after having communication with colleagues, then communicate with administration.
- FERPA-Do not disclose information about a student to someone who does not have a "need to know."
- Positive Intention over Negative Gossip

● Environment

- Clean up after yourself in classroom and common areas
- Dishes should not be left in the sink or on the counter: wash, dry, and put away your dishes, and wipe tables when you're finished.

- Chairs put up
- Trash by the door
- Classroom messes cleaned best to your ability
- Personal meals, food, beverages and trash put away
- *Leave a space how you found it or better!*

Playground

- Both classroom adults are to supervise recess unless otherwise determined by an administrator.
- Be mindful of times to start and end recess.
- At least three classes may be outside at the same time. Students have free choice of play, and adults will divide out as listed below
 - Swings
 - Open Play Area on side of the building
 - Slides/Structure
 - Hill Side
 - One adult per area unless there are no kids playing in these designated spots.
- Swings
 - Go around swing and not through
 - Swing on bottom or belly
 - No twisting
 - No jumping out of swing
 - Swing front/back
- Slides
 - Up the ladder, down the slide
 - Free choice of up/down the ladder
- Bikes/Balls
 - To be played with daily
 - BOOST take out/put away

Hallways

Our hallways serve in multiple ways. Students who are transitioning with the class should practice the skill of walking in a quiet line, eyes forward, body safe to prepare for Kindergarten transition. However, not all students or programs are at this level of independence and therefore can scaffold this expectation by practice by holding a hand or riding in a wagon without resistance.

Hallways also serve as learning environments with increased motor play and cross-classroom socializing. Classrooms are encouraged to take the learning to the hallways to blend classes and programs.

Therapists are encouraged to utilize hallways as therapy spaces to decrease transition times and increase opportunities and mediums. These opportunities may be louder and busier, which is encouraged here at JCECC.

Building Positive Relationships

Positive relationships are the foundation of student success. Paraprofessionals are expected to create a welcoming, nurturing environment where every child feels safe, respected, and valued.

Para professionals will:

- Greet each child warmly each day.
- Use positive, encouraging language.
- Learn and use each child's preferred name correctly.
- Build trust by being consistent, patient, and dependable.
- Recognize and celebrate student successes and effort.
- Respect each child's cultural, linguistic, and family background.
- Maintain appropriate professional boundaries while demonstrating genuine care.

Strong relationships help children feel secure, increasing their confidence to explore, learn, and develop independence.

Developmentally Appropriate Activities

Children learn best through active, hands-on experiences that are appropriate for their developmental level.

Para professionals are expected to:

- Support teacher-directed lessons and learning centers.
- Encourage exploration, curiosity, and problem-solving.
- Allow children opportunities to make choices when appropriate.
- Foster independence rather than completing tasks for students.
- Differentiate support based on each child's developmental needs and Individualized Education Program (IEP), when applicable.
- Engage children in meaningful conversations that build language and critical thinking skills.
- Redirect behavior in positive ways that maintain student dignity.

Activities should support all areas of development including:

- Social-emotional
- Language and literacy
- Cognitive development
- Fine and gross motor skills
- Self-help and independence

Supporting Social-Emotional Learning (SEL)

Jefferson City Early Childhood Center believes social-emotional development is essential for school readiness and lifelong success.

Paraprofessionals support SEL by:

- Modeling kindness, empathy, and respectful communication.
- Helping children identify and express emotions appropriately.
- Teaching and reinforcing problem-solving skills.
- Encouraging cooperative play and friendship skills.
- Recognizing children's efforts to regulate emotions.
- Using calm, supportive language during challenging situations.
- Supporting children in developing self-confidence and resilience.

Staff should reinforce classroom expectations while helping children understand the connection between emotions, behaviors, and choices.

Conscious Discipline

Jefferson City Early Childhood Center utilizes the principles of Conscious Discipline to create safe, connected, and respectful learning environments.

Paraprofessionals are expected to:

- Remain calm during challenging behaviors.
- Focus on teaching appropriate behaviors rather than punishment.
- Build connections before correcting behavior.
- Use positive intent when responding to student actions.
- Offer choices whenever appropriate.
- Help children identify feelings and develop self-regulation skills.
- Encourage children to solve problems with adult guidance.
- Maintain consistency with classroom expectations and routines.

Staff should avoid:

- Yelling or raising voices.
- Power struggles.
- Public embarrassment or shaming.
- Threats or sarcasm.
- Physical punishment or inappropriate restraint.

When behavior concerns arise, paraprofessionals should seek guidance from the classroom teacher and follow district procedures.

Toileting and Personal Care

Maintaining student dignity, privacy, and safety is a priority during all personal care routines.

Paraprofessionals should:

- Follow district policies regarding toileting, diapering, and hygiene procedures.
- Wear appropriate personal protective equipment (PPE) as required.
- Wash hands before and after assisting students.
- Encourage independence by allowing students to complete tasks they can perform safely.
- Provide verbal prompts before physical assistance whenever possible.
- Maintain student privacy during toileting and changing procedures.
- Promptly report any signs of illness, injury, unusual bruising, or concerns to the classroom teacher and nurse according to district procedures.
- Document toileting or diapering as required by classroom procedures.
- Clean and sanitize changing areas according to health and safety guidelines.

Whenever possible, two staff members should be aware when personal care assistance is being provided, following district procedures and student-specific plans.

Rest Time Procedures

Rest time provides children with an opportunity to relax and recharge while respecting individual developmental needs.

Paraprofessionals are expected to:

- Help create a calm, quiet environment.
- Assist students in preparing their rest mats and personal belongings.
- Use quiet voices and calm movements during rest time.
- Comfort students using approved classroom strategies.
- Supervise students at all times.
- Respect that not all children will sleep.
- Provide quiet activities for children who remain awake when directed by the classroom teacher.
- Maintain classroom safety while minimizing disruptions.

Staff should avoid engaging students in stimulating conversations or activities during designated rest periods.

Transition Procedures

Smooth transitions maximize instructional time and reduce behavioral challenges.

Paraprofessionals should:

- Prepare students for transitions using verbal reminders, visual schedules, songs, or timers.
- Follow established classroom routines consistently.
- Give clear, simple directions.
- Encourage students to complete one task before beginning another.
- Reinforce positive transition behaviors with specific praise.
- Assist students who require additional support while promoting independence.
- Maintain active supervision during all transitions.
- Work collaboratively with the classroom teacher to ensure transitions remain calm, organized, and efficient.

Consistent routines help children feel secure and develop independence throughout the school day.

Supporting Instruction

Paraprofessionals are valuable instructional partners who help create a productive, engaging, and inclusive learning environment for all students. Under the direction of the classroom teacher, paraprofessionals provide instructional support that enhances student learning while maintaining consistency with classroom expectations, district curriculum, and Individualized Education Programs (IEPs), when applicable. The classroom teacher maintains primary responsibility for planning instruction, assessing student progress, and determining instructional strategies.

Working Under Teacher Direction

Paraprofessionals work under the supervision and guidance of the classroom teacher to support daily instruction and classroom operations. Responsibilities should align with teacher-directed plans and established classroom routines. Paraprofessionals should seek clarification when needed and communicate regularly with the teacher regarding student progress, concerns, and observations.

Paraprofessionals are expected to:

- Implement instructional activities as directed by the classroom teacher.
- Follow lesson plans, schedules, and classroom procedures.
- Maintain consistency in instructional strategies and behavioral expectations.
- Communicate observations about student learning and behavior while allowing the teacher to make instructional decisions.
- Maintain professionalism and confidentiality regarding student performance and classroom discussions.

Small Group Instruction

Paraprofessionals may facilitate small group learning experiences designed by the classroom teacher. These instructional groups provide opportunities for students to receive additional practice, reinforcement, and individualized support.

During small group instruction, paraprofessionals should:

- Follow teacher-provided lesson plans and instructional materials.
- Encourage active participation and student engagement.
- Monitor student understanding and provide appropriate guidance.
- Use positive reinforcement and constructive feedback.
- Support student independence by providing assistance only as needed.
- Share observations with the classroom teacher regarding student progress or areas of difficulty.

Individual Student Support

At times, paraprofessionals may provide one-on-one support for students who require additional assistance due to academic, behavioral, communication, social-emotional, or physical needs. This support should always be provided in accordance with teacher direction, student support plans, and IEP accommodations or modifications when applicable.

Paraprofessionals should:

- Promote student independence and avoid creating unnecessary dependence on adult support.
- Utilize teacher-approved instructional and behavioral strategies.
- Reinforce classroom expectations consistently.
- Provide encouragement while allowing students opportunities to problem-solve independently.
- Document observations or data when requested by the teacher.
- Maintain student dignity and confidentiality at all times.

The goal of individualized support is to help students successfully participate in classroom activities while building the skills needed to become increasingly independent learners.

Centers and Learning Stations

Learning centers and stations are an important component of instruction at Jefferson City Early Childhood Center. Paraprofessionals play an active role in facilitating meaningful learning experiences while encouraging exploration, collaboration, and independence.

Responsibilities may include:

- Supervising assigned learning centers or stations.

- Guiding student participation through questioning, modeling, and encouragement.
- Reinforcing instructional concepts introduced by the classroom teacher.
- Supporting positive peer interactions and cooperative learning.
- Monitoring student engagement and maintaining a safe learning environment.
- Assisting students in cleaning up materials and preparing for transitions between activities.

Paraprofessionals should encourage children to explore, make choices, solve problems, and develop independence while participating in center activities.

Classroom Materials and Preparation

Paraprofessionals assist in maintaining an organized, welcoming, and well-prepared classroom environment that supports student learning. Preparation tasks help ensure instructional activities run efficiently and allow teachers to maximize instructional time.

Responsibilities may include:

- Preparing instructional materials as directed by the classroom teacher.
- Organizing manipulatives, learning centers, and classroom resources.
- Copying, laminating, cutting, assembling, and preparing classroom materials.
- Maintaining organized storage of classroom supplies and equipment.
- Sanitizing toys, materials, and learning spaces according to district health and safety procedures.
- Assisting with classroom setup for lessons, special events, and seasonal activities.
- Helping maintain an attractive, organized, and developmentally appropriate classroom environment.

While assisting with classroom preparation, paraprofessionals should remain available to supervise students whenever assigned and ensure that instructional responsibilities remain the highest priority.

Commitment to Student Learning

Every interaction between a para professional and a student is an opportunity to support learning, encourage independence, and strengthen confidence. Paraprofessionals contribute significantly to the success of Jefferson City Early Childhood Center by providing instructional support that reflects collaboration, professionalism, patience, and a commitment to meeting the diverse needs of all learners. Through teamwork with classroom teachers and consistent implementation of instructional practices, para professionals help ensure that every child has the opportunity to succeed in a safe, engaging, and supportive learning environment.

Individualized Education Programs (IEPs) and Student Support

Jefferson City Early Childhood Center is committed to providing an inclusive learning environment where all students have access to meaningful educational opportunities. Paraprofessionals play an important

role in supporting students with disabilities by implementing services and supports outlined in the student's Individualized Education Program (IEP). While the certified special education teacher is responsible for developing, monitoring, and managing the IEP, para professionals are essential members of the educational team and help ensure that students receive the accommodations and supports needed for success.

Understanding the IEP

An **Individualized Education Program (IEP)** is a legally binding document developed for students who qualify for special education services under the Individuals with Disabilities Education Act (IDEA). The IEP outlines a student's present levels of performance, educational goals, accommodations, specialized instruction, and related services necessary to support the student's progress in the educational setting.

Paraprofessionals who work with students receiving special education services should become familiar with the portions of the IEP that relate to their responsibilities while maintaining strict confidentiality. Questions regarding a student's IEP should always be directed to the classroom teacher or special education teacher.

Implementing Accommodations

Accommodations are changes in how a student accesses instruction or demonstrates learning without changing the learning expectations or standards. Paraprofessionals are responsible for consistently implementing accommodations as directed by the classroom teacher or special education staff.

Examples of accommodations may include:

- Providing visual supports or schedules.
- Allowing additional processing or response time.
- Repeating or clarifying directions.
- Providing preferential seating.
- Offering sensory supports or movement breaks.
- Using adaptive materials or assistive technology.
- Breaking tasks into smaller, manageable steps.
- Providing verbal prompts or cues.

Consistent implementation of accommodations helps ensure students have equitable access to learning while maintaining high expectations for achievement.

Accommodations vs. Modifications

It is important for paraprofessionals to understand the difference between accommodations and modifications.

Accommodations change how a student learns or demonstrates knowledge. They remove barriers to learning but do not change the instructional expectations or learning standards.

Modifications change what a student is expected to learn by altering the curriculum, instructional content, or performance expectations. Modifications are determined by the IEP team and should only be implemented under the direction of the certified teacher and in accordance with the student's IEP.

Paraprofessionals should never independently modify assignments, expectations, or instructional materials. If questions arise regarding a student's supports, consult the classroom teacher or special education teacher before making adjustments.

Collaboration with Special Education and Support Staff

Effective collaboration is essential to meeting the diverse needs of all students. Paraprofessionals work closely with classroom teachers, special education teachers, speech-language pathologists, occupational therapists, physical therapists, school psychologists, behavior specialists, administrators, and other support staff to ensure students receive consistent, high-quality support.

Paraprofessionals are expected to:

- Follow instructional and behavioral guidance provided by certified staff.
- Share observations about student progress, strengths, and concerns in a timely and professional manner.
- Participate in team meetings or consultations when requested.
- Maintain confidentiality regarding student information at all times.
- Implement classroom routines, accommodations, and interventions consistently across settings.
- Foster positive relationships with all members of the educational team while maintaining a collaborative and solution-focused approach.

Through effective collaboration, consistent implementation of IEP supports, and accurate documentation, paraprofessionals help ensure that every student receives the services and opportunities needed to be successful in the inclusive learning environment at Jefferson City Early Childhood Center.

Documenting Student Behavior

Accurate and objective documentation is an important part of supporting student success. Paraprofessionals may be asked to collect behavioral data or document incidents to assist teachers in identifying patterns, monitoring interventions, and making informed instructional decisions.

When documenting behavior, staff should:

- Record only observable and factual behaviors.

- Avoid opinions, assumptions, or emotional language.
- Document the behavior, the context in which it occurred, and the student's response to interventions when requested.
- Submit documentation in a timely manner using district-approved procedures.

Jefferson City Early Childhood Center utilizes a Major and Minor Behavior Referral Process to promote consistency in addressing student behavior.

Minor behaviors are typically managed by classroom staff using classroom interventions, positive behavior supports, and restorative practices. Documentation of minor behaviors helps identify patterns and determine whether additional interventions may be needed.

Major behaviors involve significant safety concerns, repeated behaviors despite interventions, or behaviors requiring administrative support. Major behavior incidents should be reported immediately to the classroom teacher and administrator following district procedures. Para professionals should document factual information regarding the incident while allowing the classroom teacher and administration to determine appropriate follow-up actions.

Behavior documentation should always support problem-solving and student growth rather than punishment.

Health and Safety

The health, safety, and well-being of every student is the highest priority at Jefferson City Early Childhood Center. Paraprofessionals play a critical role in maintaining a safe learning environment by remaining vigilant, following district policies and procedures, and responding appropriately to emergencies. All staff are expected to model safe practices, actively supervise students, and immediately report any concerns that may impact student health or safety.

Active Supervision

Paraprofessionals are responsible for maintaining active supervision of students throughout the school day. Active supervision includes continuously monitoring students, positioning yourself to observe all children, anticipating potential safety concerns, and responding proactively to student needs. Students should never be left unsupervised.

Staff should remain attentive during all classroom activities, transitions, playground time, restroom breaks, arrival and dismissal, field trips, and any other school-sponsored activities. Personal conversations and cell phone use should never interfere with student supervision.

Student Health

Paraprofessionals should be familiar with the health needs of students assigned to their classroom and follow all district procedures regarding student health and medical concerns. Any signs of illness, injury, allergic reactions, or changes in a student's physical condition should be reported immediately to the classroom teacher and school nurse.

Para professionals should:

- Follow universal precautions and proper handwashing procedures.
- Use appropriate personal protective equipment (PPE) when providing personal care.
- Encourage healthy hygiene practices among students.
- Maintain confidentiality regarding student health information.
- Never administer medication unless specifically authorized and trained according to district policy.

Safe Learning Environments

Maintaining a safe classroom environment requires ongoing attention to organization and hazard prevention. Paraprofessionals should assist in ensuring classrooms remain clean, organized, and free from unnecessary safety risks.

Staff should:

- Keep walkways, exits, and learning areas free of hazards.
- Ensure classroom materials and equipment are used safely and appropriately.
- Report damaged equipment or unsafe conditions immediately.
- Follow district procedures for cleaning and sanitizing classroom materials.
- Reinforce classroom safety expectations with students throughout the day.

Emergency Procedures

All paraprofessionals are expected to be familiar with district emergency procedures and respond calmly and efficiently during emergency situations. Staff should follow the direction of administrators, classroom teachers, and emergency personnel while maintaining student safety at all times.

Emergency procedures include, but are not limited to:

- Loss of utilities/hazardous materials
- Severe weather
- Fire and Evacuation
- Earthquake procedures/ Shelter in place
- Bus incidents
- Lockdown and Lockout
- Bomb threats/ threatening communications

- Suspicious objects
- Weapons on campus
- Death or missing persons
- Evacuation and reunification procedures

Paraprofessionals should:

- Remain calm and provide reassurance to students.
- Follow established classroom emergency procedures without delay.
- Assist students who require additional support during emergencies.
- Maintain active supervision and accountability for all students.
- Ensure students remain together until further instructions are provided.
- Never leave assigned students unless directed by administration or emergency personnel.

Crisis Management Plan

Every classroom contains a Crisis Management Plan that outlines district procedures for responding to emergency situations. Paraprofessionals are expected to familiarize themselves with the Crisis Management Plan located in every classroom at the beginning of the school year and review it periodically throughout the year.

Staff should know:

- The location of emergency procedures and classroom emergency materials.
- Evacuation routes and designated relocation areas.
- Procedures for fire, severe weather, lockdown, lockout, secure, and shelter situations.
- The location of emergency contact information and classroom emergency supplies.
- Individual student needs that may require additional assistance during an emergency.

Participation in all required safety drills and emergency training is expected. Paraprofessionals should ask the classroom teacher or administrator for clarification if they are uncertain about any emergency procedures.

Reporting Safety Concerns

Creating a safe school environment is a shared responsibility. Paraprofessionals should immediately report any concerns regarding student safety, suspected abuse or neglect, unsafe conditions, injuries, threats, or security concerns to the classroom teacher and building administration according to district policy. Staff should never assume someone else has reported a concern.

Parent Communication

Positive partnerships between school and families are essential to student success. Paraprofessionals contribute to these partnerships by interacting with families in a professional, welcoming, and respectful manner while recognizing that the classroom teacher is the primary point of contact for student communication.

Professional Communication

Paraprofessionals are often among the first staff members families see during arrival and dismissal. Every interaction should reflect the professionalism and values of Jefferson City Early Childhood Center.

Paraprofessionals are expected to:

- Greet families warmly and respectfully.
- Maintain a positive and professional demeanor during all interactions.
- Protect the confidentiality of all students and families.
- Refer questions regarding academics, classroom instruction, student progress, behavior, or concerns to the classroom teacher.
- Notify the classroom teacher of any information shared by families that may impact the student's school day.

Appropriate Boundaries

Maintaining professional boundaries helps establish trust with families while protecting staff and students.

Paraprofessionals should:

- Keep conversations with families focused on the student's school experience and daily routines.
- Avoid discussing other students, staff members, or confidential school matters.
- Refrain from sharing personal opinions regarding student performance, behavior, or educational programming.
- Avoid making promises or commitments on behalf of the teacher or school.
- Direct concerns, complaints, or requests requiring decisions to the classroom teacher or administrator.
- Maintain professional interactions both in person and through electronic communication.

Positive relationships with families are encouraged; however, paraprofessionals should maintain appropriate professional boundaries at all times.

Behavior and Academic Communication

The classroom teacher is responsible for communicating with families regarding student progress, behavior, academic performance, assessments, interventions, and classroom concerns.

Paraprofessionals should:

- Share observations and relevant information with the classroom teacher.
- Allow the classroom teacher to determine when and how behavior or academic information is communicated to families.
- Avoid independently discussing student behavior, discipline, academic concerns, or educational recommendations with parents or guardians unless specifically directed by the classroom teacher.

This practice ensures that communication with families is accurate, consistent, and aligned with district procedures.

Parent Pick-Up Procedures

Student safety is the highest priority during dismissal. Paraprofessionals are expected to follow all district and classroom dismissal procedures to ensure that every child is released safely.

At Jefferson City Early Childhood Center we use KidAccount as our late arrival and dismissal system. It is used to document and verify student pick-up.

Paraprofessionals should:

- Follow established classroom and building dismissal procedures.
- Use KidAccount to verify and document student dismissal as directed.
- Monitor KidAccount at the end of the day to ensure students are in the right dismissal group.
- Ensure each student is released only to an individual authorized through district procedures.
- Immediately notify the classroom teacher or office staff if there are questions regarding authorization or dismissal procedures.
- Never release a student to an unauthorized individual or make exceptions to established procedures.
- Remain attentive during dismissal to ensure all students are accounted for and safely released.

Working Together with Families

Every interaction with families should reflect Jefferson City Early Childhood Center's commitment to respect, collaboration, and student success. By maintaining professionalism, respecting confidentiality, following established communication procedures, and supporting the classroom teacher's role as the primary communicator, paraprofessionals help build strong partnerships that benefit every child.

Technology Use

Jefferson City Early Childhood Center recognizes that technology is an important tool for supporting instruction, communication, documentation, and daily classroom operations. Paraprofessionals will be issued a district Chromebook to assist with their assigned responsibilities. District-issued technology is intended for professional use and should be used in accordance with Jefferson City School District policies and procedures.

Appropriate Use of Technology

Paraprofessionals are expected to use their district-issued Chromebook and other district technology resources responsibly, professionally, and ethically. Technology should be used to support instructional responsibilities, access district-approved programs, complete required documentation, communicate with staff, and participate in professional learning.

Acceptable uses may include:

- Accessing district-approved instructional resources and applications.
- Completing required documentation and data collection.
- Using district communication platforms and email.
- Reviewing schedules, lesson materials, and student information as directed.
- Participating in required training and professional development.

Staff should safeguard their login credentials, protect confidential student information, and immediately report any lost, damaged, or malfunctioning devices to the appropriate personnel.

Student Supervision Comes First

While technology is an important instructional tool, it should never interfere with a paraprofessional's primary responsibility of actively supervising students. Student safety and engagement must remain the highest priority throughout the school day.

Paraprofessionals should:

- Limit Chromebook use to times when it is necessary to complete assigned responsibilities.
- Keep their attention focused on students during instruction, transitions, playground supervision, arrival and dismissal, and other activities requiring active supervision.
- Avoid using technology for personal purposes during work hours.
- Never allow technology use to distract from monitoring student safety or supporting instruction.

If student needs require immediate attention, staff should discontinue technology use and respond promptly.

Compliance with District Policy

All technology use must comply with the Jefferson City School District's Acceptable Use Policy and all applicable district procedures. Paraprofessionals are responsible for using district devices and network resources in a manner that reflects professionalism and protects the privacy and security of student information.

Paraprofessionals should:

- Access only district-approved websites, applications, and programs for work-related purposes.
- Follow all district guidelines regarding internet safety, cybersecurity, and data privacy.
- Protect confidential student information in accordance with the Family Educational Rights and Privacy Act (FERPA) and district policy.
- Refrain from downloading unauthorized software or accessing inappropriate websites on district devices.
- Use social media and electronic communication in a professional manner consistent with district expectations.

Appropriate use of technology supports effective instruction, communication, and collaboration while ensuring that student safety, confidentiality, and learning remain the primary focus. Responsible technology use is an important part of maintaining the professional standards expected of all paraprofessionals at Jefferson City Early Childhood Center.

Building Calendar

You can find the JCECC Calendar and add it to your google calendar at the link:

<https://calendar.google.com/calendar/u/0?cid=amNzY2hvb2xzLnVzX3AwYWp0cnJsODU0cTRobTc2dmtjZWpvYjRrQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20>

Disclaimer:

To the extent this handbook conflicts with Board policy, the Board policy prevails.