



River Trails

SCHOOL DISTRICT 26

Teaching Assistant Allocation Summary

The district's approach to teaching assistant (TA) allocation reflects its core values of equity, inclusivity, and a commitment to fostering supportive learning environments for all students. Recognizing the diverse needs of learners across grade levels and programs, this plan ensures that resources are distributed strategically to maximize student success, enhance instructional delivery, and maintain a well-organized educational experience.

The allocation framework is grounded in the belief that every student deserves access to personalized support, whether through specialized programs, multilingual assistance, or inclusive classroom practices. Teaching assistants play a critical role in this vision by supporting the implementation of accommodations and modifications outlined in Individualized Education Plans (IEPs).

This comprehensive plan reflects the district's commitment to equitable resource allocation and proactive problem-solving. By anticipating needs and prioritizing effective staffing, the district fosters a culture where teachers, students, and families feel supported and empowered to thrive.



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SCHOOL DISTRICT 26

Early Learning Center Teaching Assistant Support Plan (PreK-K)

Purpose

This support plan outlines the allocation of teaching assistants (TAs) to meet the unique needs of the Early Learning Center (PreK-K). The plan is designed to provide targeted support for students, enhance instructional delivery, and ensure a well-organized and nurturing learning environment.

Allocation Guidelines

1. PreK Classrooms

- Each PreK classroom will be allocated one full-time TA to support daily activities, assist with classroom management, and facilitate individualized and small-group learning.
- An additional TA will be assigned to the PreK program as a program-wide support resource, assisting classrooms as needed and addressing unexpected demands.

2. Self-Contained Kindergarten Classrooms

- Each self-contained kindergarten classroom will be allocated one full-time TA to assist with specialized instruction, behavior management, and other student needs as defined by IEPs or program requirements.

3. Baseline Support Allocation

- Each elementary school (K-5) will be allocated five TAs to support the following areas such as: arrival and dismissal, special education support, noon-hour student supervision, flexible 1:1 support, and general education assistance (as available) for instruction, small-group activities, and classroom routines. *Baseline support aides may be assigned to partner with a special education case manager if appropriate.*

4. 1:1 Support for Students

- Additional TAs will be allocated as needed to fulfill 1:1 support requirements documented in individual IEPs. These aides will focus on providing personalized assistance to ensure students' unique needs are met.



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Elementary Teaching Assistant Support Plan (Grades 1-5)

Purpose

This support plan is designed to ensure equitable and effective allocation of teaching assistants (TAs) and support staff across elementary schools. The plan prioritizes addressing the diverse needs of students, supporting teachers, and fostering an inclusive and well-functioning learning environment.

Allocation Guidelines

1. Self-Contained Classrooms

- Each self-contained classroom serving multiple grade levels will be allocated two TAs to support differentiated instruction, behavior management, and daily routines tailored to the needs of students.

2. Baseline Support Allocation

- Each elementary school (K-5) will be allocated five TAs to support the following areas such as: arrival and dismissal, special education support, noon-hour student supervision, flexible 1:1 support, and general education assistance (as available) for instruction, small-group activities, and classroom routines. *Baseline support aides may be assigned to partner with a special education case manager if appropriate.*

3. Library Support

- Each elementary school will be allocated one library support TA to assist with daily operations, maintain the organization of materials, manage student Chromebooks, and support student literacy initiatives.

4. 1:1 Support for Students

- Additional teaching assistants will be provided as needed to fulfill the requirements of students with 1:1 support documented in their individual IEPs. These TAs will focus on providing direct, personalized support to ensure the student's needs are met in accordance with their plan.



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SCHOOL DISTRICT 26

Middle School Teaching Assistant Support Plan

Purpose

This support plan outlines the allocation of teaching assistants (TAs) to effectively address the diverse needs of middle school students and support teachers in providing high-quality instruction. The plan ensures equitable distribution of support while addressing the specific needs of multilingual learners, special education students, and the broader school community.

Allocation Guidelines

1. Special Education Resource Teachers

- Each special education resource teacher will be allocated one full-time TA to assist with implementing accommodations, small-group instruction, progress monitoring, and providing support in inclusive classroom settings.

2. Library Resource Center (LRC)

- The middle school will retain one library support aide to assist with maintaining daily library operations, organizing materials, and supporting student literacy initiatives.

3. Baseline Support Allocation

- Each middle school will be allocated three TAs to support the following areas such as: arrival and dismissal, special education support, flexible 1:1 support, and general education assistance (as available) for instruction, small-group activities, and classroom routines. *Baseline support aides may be assigned to partner with a special education case manager if appropriate.*

4. Multilingual Learners (ML)

- Two full-time TAs to provide language support, assist with content accessibility, and ensure multilingual learners have equitable access to the curriculum.

5. 1:1 Support for Students

- Additional teaching assistants will be provided as needed to fulfill 1:1 support requirements documented in individual IEPs. These TAs will offer direct, personalized support to ensure the unique needs of these students are met in compliance with their plans.

*TAs may be pulled to cover study hall periods as long as it does not interfere with services or general functioning of the building (i.e. closing library to students)