

Marshall-Nemaha County Education Services Cooperative



Paraprofessional Guide

2021-2022

Role and Responsibilities of a Paraeducator

Role/Assignment

A paraeducator is an individual who serves under the direction of a teacher as an assistant in the educational process. The utilization of paraeducators in the classroom allows for expanded learning opportunities for students as well as additional planning and instruction time for teachers.

The following list illustrates instructional and administrative duties that could be assigned to the paraeducators:

- Assist individual students in performing activities initiated by the teachers.
- Supervise children in the hallway, lunchroom, and playground.
- Assist in monitoring supplementary work and independent study.
- Reinforce learning in small groups or with individuals, while the teacher works with other students.
- Provide assistance with individualized programmed materials.
- Score objective tests and papers and maintain appropriate records for teachers.
- Perform clerical tasks, i.e., word processing, photocopying, filing.
- Assist the teacher in observing, recording, and charting behavior.
- Assist the teacher with crisis problems and behavior management.
- Assist in preparation/production of instructional materials.
- Carry out instructional programs designed by the teacher.
- Work with the teacher to develop classroom schedules.
- Carry out tutoring activities designed by the teacher.
- Operate classroom equipment including DVDs, computers, iPads, etc.

Instructional duties the paraeducator may not perform:

- Be solely responsible for a classroom or professional service.
- Be responsible for the diagnostic functions (formal assessments) of the classroom.
- Be responsible for preparing lesson plans and initiating instruction.
- Be responsible for assigning grades for students.
- Be used as substitute for certified teachers unless he or she possesses the appropriate substitute teacher certificate and is hired as a substitute.
- Assume full responsibility for supervising assemblies or field trips.

Supervising Teacher's Role

A clear delineation of roles of the teacher and the paraeducator is an important element of a successful program. Identification of teacher and paraeducator roles insures adherence to ethical and legal requirements and serves as a guide in supervision and evaluation. Actual delivery of instruction to the student may be carried out by the paraeducator under supervision of the instructor. The teacher's responsibilities to fulfill the proper utilization and supervision of paraeducators are to:

- Set an example of professionalism in the execution of teacher responsibilities.

- Provide clear explanations and guidelines for the paraeducators role in instruction.
- Establish criteria for acceptable job performance of the paraeducator at the beginning of the school year and evaluation of job performance.
- Facilitate a positive working relationship with the paraeducator.
- Develop an instructional plan for the paraeducator.
- Provide consistent feedback to assist the paraeducator in refining skills.
- Communicate the needs of each student to the paraeducator.
- Establish and communicate the paraeducator's role in behavior management.
- Recognize and respect knowledge/expertise the paraeducator brings to the classroom.

Roles of Special Education Teachers and Paraprofessionals

Instruction

Special Education Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none"> • Determines appropriate objectives for groups and individual students. • Develops and implements student IEP goals, accommodations and modifications. • Plans weekly schedules, lessons, room arrangement, learning centers and activities as well as modifications and accommodations for students with IEP's. • Teaches lessons to the entire class, small groups and individual students. • Administers and scores assessments. • Determines the appropriate use of assistive technology to meet the needs of the students. • Develops data collection tools and collects data on student progress. 	<ul style="list-style-type: none"> • Follows schedule and implements plans designed by teacher. • Implements student IEP goals, accommodations and modifications as directed by the teacher. • Provides direct, individual assistance to student(s) so that they can participate, as independently as possible in the least restrictive environment. • Implements student IEP goals, accommodations and modifications as directed by the teacher • Administers informal assessments as directed by the teacher. • Facilitates the use of assistive technology. • Collects data on student progress as designated by the teacher.

Behavior and Social Support

Special Education Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none">• Observes behavior, behavior support plans and implements behavior intervention plans and strategies for the room and individual students.• Facilitates appropriate social interactions between students.• Develops data collection tools and collects data on student behavior.	<ul style="list-style-type: none">• Implements behavior support plans and behavior intervention plans and strategies under teacher direction.• Facilitates appropriate social interactions between students.• Collects data on classroom behavior as designated by the teacher.

Communication

Special Education Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none">• Communicates with administrators, related service providers, general educators, paraprofessionals and appropriate staff regarding student progress.• Communicates with parents regarding student progress.	<ul style="list-style-type: none">• Communicates with providers or teachers as appropriate regarding student progress.

Clerical

Special Education Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none">• Develops, models and/or provides detailed instruction on preparing instructional materials.• Develops an organizational system to manage student work samples and materials.	<ul style="list-style-type: none">• Prepares instructional materials based on a model and/or detailed instructions provided by a teacher.• Assists with organization of student work samples and materials as directed by the teacher.

Paraeducator Best Practices

The Learning Process

- The teacher is responsible for instructional decisions/materials and is in charge of the classroom.
- The goal is **learning**: do not confuse this with an answer or an assignment being finished.
- Stay with the original assignment/activity and expectations/outcomes unless the general or special education teacher has advised you on the modifications.
- Avoid providing answers to students, guide and assist them in how to find the answer independently.
- Provide accommodations/modifications to applicable students.
- Reach as many students as you can each day in a positive way.

Perception of Your Work

- Follow the schedule assigned to you and be in the locations outlined when indicated.
- Avoid giving perception that you have free time or no work tasks during duty hours-look out tasks to complete when your assigned work load is light due to classroom activities, student absences, or specific behavior plans. Be student and task focused.
- Avoid sitting unless most appropriate for the given situation; continue moving with discretion; check on multiple students; modify volume as appropriate for the situation; promote a quiet supportive presence in learning environments; **minimize student dependence and promote student independence.**

Student Interactions/Discipline

- Use discretion-support self-esteem.
- Avoid calling them out publicly or for a specific activity related to IEP.
- Positively reinforce students when you observe them doing something the right way or following directions.
- Refrain from reprimanding a student in front of peers.
- Enforce building policies and behavior expectations.
- Remain positive and use a calm tone of voice
- Prevent escalation by allowing appropriate space, use planned ignoring.
- Refrain from applying consequences during an incident.

Characteristics and Instructional Strategies for Specific Disabilities

This is a general list of characteristics and instructional strategies of the most common disabilities that may or may not apply to all students with each disability. Please seek input from the teachers you work with to discover additional information that will assist you in meeting the unique needs of our students.

Attention Deficit Hyperactive Disorder (ADHD)

Categorized as Other Health Impairment

ADHD is a neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including hyperactivity, inattention, and impulsivity which occur in several settings such as home, school and extra-curricular activities.

General Characteristics May Include:

- Hyperactivity
- Distractibility
- Inattention
- Impulsivity
- Social skills deficit
- Difficulty Focusing
- Poor organization of materials and thoughts
- Fails to give attention to detail and makes careless mistakes
- Varied perception of time (difficult tasks may seem like they take a very long time, preferred tasks maintain their attention for longer periods of time)
- Difficulty following through with directions and completing assignments
- Difficulty with problem solving

Instructional Strategies:

- Minimize distractions
- Provide uncluttered workspace
- Provide structure and routine
- Provide organizational tools and strategies
- Provide visual and graphic organizers
- Break tasks into smaller segments
- Highlight important ideas
- Color coding
- Use of timers and providing reminders of remaining time to complete an assignment
- Modified instruction
- Set behavioral expectations
- Provide structured breaks between assignments
- Allow for movement opportunities
- Active learning
- Use of fidget objects, wiggle cushions, and/or other sensory integration tools.

Autism

A developmental disability that significantly affects verbal and nonverbal communication and social interaction.

General Characteristics May Include:

- Verbal and nonverbal communication deficit
- Narrow interests with stereotyped behaviors
- Resistance to environmental change and daily routines
- Engages in repetitive activities (i.e. repeating a phrase/story or performing same motor task over and over)
- Literal and concrete thinker
- Unusual responses to sensory experiences
- Varying levels of intelligence and ability
- Difficulty with social interaction skills
- Motor difficulties

Instructional Strategies:

- Obtain the student's attention and establish eye contact before giving a direction or talking with the student.
- Provide structure, consistency, and routine.
- Allow enough time for the student to respond.
- Reduce amount of talking to the student.
- Provide choices for students when possible.
- Use visual supports (objects, photos, picture, symbols, gestures, or sign language) to increase understanding.
- Prepare students for transitions and changes in schedule or routine (First give a verbal prompt; then chart through use of a picture schedule or visual timer.)
- Avoid using idioms, words with double meanings, and sarcasm.
- Allow the use of a "fidget" or sensory object when appropriate.

Developmental Delay

The student has below average functioning in one or more of the following areas: physical, cognitive, adaptive behavior, communication, or social or emotional development; that adversely affects a child's educational performance. Since the characteristics and instructional strategies for individual students will vary, consult the teacher for recommendations for each student. This exceptionality is only used with students through age 9.

Emotional Disability (ED)

Characterized by one or more of the following: Displayed pervasive mood of unhappiness or depression, consistent or chronic inappropriate type of behavior or feelings under normal conditions, inability to learn that cannot be adequately explained by intellectual, sensory, or health factors, displayed tendency to develop physical symptoms, pains, or fears associated with personal or school problems, inability to build or maintain interpersonal relationships with peers and/or teachers.

General Characteristics May Include:

- Inappropriate types of behavior or feelings
- Uncooperative
- Withdrawn
- Low self-esteem
- Difficulty with social skills and interacting with peers and adults
- Resists authority
- Poor coping skills
- Poor social skills
- Poor self-control
- Aggressive behavior
- Anxiety

Instructional Strategies:

- Set clear rules, boundaries, and expectations
- Learn what might trigger a student's behavior and work with the student to prevent or de-escalate the behaviors.
- Avoid power struggles.
- Provide choices of two things you want them to do.
- Encourage the use of self-control strategies (deep breathing, counting backwards).
- Consistently follow the behavior plan or behavior strategies recommended by the teacher.
- NEVER use physical restraint unless you have completed Crisis Prevention Intervention (CPI) training.
- Refrain from "rehashing past behavior".

Deafness/ Hearing Impairment

Students have a wide range of hearing loss. The term deaf implies that a person has a very severe hearing loss and relies primarily on lip reading or sign language for communication.

General Characteristics May Include:

- Language and speech delay
- Different voice characteristics
- May misunderstand information presented
- Difficulty understanding concepts that are not concrete
- Takes things literally

Instructional Strategies:

- Use of visuals
- Gain the student's attention before speaking
- Face the student when talking
- Speak clearly and at a normal pace
- Be sure the student is seated close to the speaker
- Allow time for the student to respond

- Assistive Technologies as determined by the IEP Team.

Intellectual Disability (ID) (Cognitive)

A significant overall delay in thinking, communicating, and performing daily life skills.

General Characteristics May Include:

- Require more time and repetition to learn things
- May have difficulties with fine and gross motor
- Delayed academic skills
- May have delayed speech and language
- Adult assistance or supervision for activities of daily living (toileting, dressing, feeding)

Instructional Strategies:

- Multi-sensory approach (sandpaper letters, gross motor activities, hear it and say it and write it)
- Use of visual supports (objects, photos, picture, symbols, gestures, or sign language) to increase understanding
- Scaffolding (Identify what they know and build on previously learned skills)
- Provide structure and establish routines
- Modeling (showing them how to complete a task, providing model of completed task)
- Allow extra time for response
- Break tasks/assignments into smaller segments
- May need assistance or supervision for daily living activities.
- Use redirection and frequent positive reinforcement
- Modified and/or alternative curriculum(s)

Orthopedic Impairment

Physical (motor) difficulties in mobility, writing, and or sitting.

General Characteristics May Include:

- Limited movement and functioning of arms and/or legs
- Involuntary movements (cannot control)
- May need assistance with activities of daily living (toileting, dressing, feeding)

Instructional Strategies:

- Remove or accommodate barriers for student
- Allow students to be as independent as possible
- Speak to the person on their level (sit down if they are in a wheelchair)
- Allow enough time for student to respond, complete activities
- Ensure proper positioning for access and comfort prior to instruction

Specific Learning Disability (SLD)

A disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself through an ability to listen, think, speak,

read, spell, or do mathematical calculations.

General Characteristics May Include:

- Have difficulty in one or more academic areas, yet may excel in others
- Difficulty processing information either visually or through spoken language
- Average or above average intelligence
- Distractible
- Easily frustrated
- Inattention
- Social skills deficit

Instructional Strategies:

- Use the student's strengths to support learning in more difficult areas.
- Chunking (Breaking assignments down into smaller, more manageable tasks)
- Allow extra time for responses
- Graphic organizers
- Visual organizers
- Use of strategies (Example: COPS Capitalization, Overall Appearance, Punctuation, Spelling)
- Multi-sensory approach (sandpaper letters, gross motor activities, hear it, say it, and write it)
- Scaffolding (Identify what they know and build on previously learned skills)
- Color coding
- Use of timers and providing reminders of remaining time to complete an assignment or task
- Modified instruction

Speech/Language Impairment

Difficulty in understanding or expressing language, stuttering, or unusual voice characteristics.

General Characteristics May Include:

- Delay in language concepts (sentence length, vocabulary)
- Poor pragmatic (social language)
- Difficulty understanding when speaking

Instructional Strategies:

- Model good speech and language
- Allow students to communicate as independently as possible utilizing their mode(s) of communication (verbal, sign language, picture symbols, augmentative communication device/voice output device, computer)
- Ask student to repeat or express in a different way if you did not understand them (show me, point to)
- Allow enough time for student to respond
- Use visual supports (objects, photos, picture, symbols, gestures, or sign language) to increase understanding.

Traumatic Brain Injury (TBI)

An injury to the brain that adversely affects a student's educational performance.

General Characteristics May Include:

- Impairment may be in one or more of the following areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, motor abilities, processing, and speech
- May need assistance with activities of daily living (toileting, dressing, feeding)
- Anxiety of coping with the loss of previously mastered skills prior to injury

Instructional Strategies:

- Use simple and concrete language, but maintain high expectations
- Repetition of skills
- Modeling
- Break tasks/assignments into smaller segments

Visual Impairment

Impairment in vision which, even with correction, adversely affects a student's educational performance. Visual Impairment includes partial sight and blindness.

General Characteristics May Include:

- May tire easily from visual tasks
- Sensitivity to light
- May have difficulty finding materials
- Difficulty with mobility
- Poor depth perception

Instructional Strategies:

- Close proximity to teacher and instructional materials
- Enlarged print
- Multi-sensory (hearing, touch)
- Assistive Tech devices (talking calculators, dome magnifier)
- Light boards
- Organized workspace
- Reduce glare
- Use pens or markers vs. pencil
- Slant boards
- Contrast of color/use of contrasting backgrounds

Communicating with Students

- Maintain close proximity and use a low volume when communicating with students.
- Provide clear and simply stated directions of what you expect the child to do instead of telling them what you don't want them to do.
- Repeat back to the student what you think they are saying to clarify what the student means.
- Some children may require a model, picture, or sign of the action paired with the verbal direction.
- Use age appropriate language when speaking with students. (Refrain from using "baby talk"). Encourage students to use age appropriate language.
- Allow students time to communicate independently using their mode(s) of communication.
- Allow for extra processing and response time.

For example: Instead of saying:	Say/Model	Reinforce
"No yelling!"	<ul style="list-style-type: none">• "Use a calm voice."• "Use an inside voice."	<ul style="list-style-type: none">• "Speak in a low voice while saying... Now I can listen, you are using a quiet voice."• "Nice job using your inside voice."
"Don't run!"	<ul style="list-style-type: none">• "We walk in the hallway."• "Use walking feet."• "Walk please."	<ul style="list-style-type: none">• "I like the way you're walking."• "Thanks for walking!"
"Stop calling out!"	<ul style="list-style-type: none">• "Raise your hand."• "When you raise your hand, the teacher will answer your question."	<ul style="list-style-type: none">• "Thank you for raising your hand."• "I like the way you raised your hand to share your ideas."

Positive Behavioral Strategies and Supports

Behavior is a means of communication. Consider what the student is trying to tell you with the behavior. Is she hungry? Is he frustrated? Is he trying to get attention? Is she trying to escape the demand? Is he sick?

- Behind most behaviors exists a skill deficit.
 - Language and social difficulties
 - Sensory processing difficulties
 - Academic and writing skill deficits
 - Difficulties managing stress and anxiety
 - Attention difficulties
 - Difficulties handling transition and change
 - Difficulties with self-esteem
 - Organizational difficulties
- Implement classroom and individual student behavior plans created by the teacher and/or IEP team consistently.
- Remind students of expectations **prior** to the transitions of an activity.
- Be cognizant of triggers/antecedents (what happens prior to the behavior occurring) that may lead to inappropriate behavior.
- Communicate with the teacher regarding student behaviors within a reasonable time frame.
- Encourage, expect, and reinforce age appropriate behavior, even with students with lower cognitive abilities.
- Be proactive when assisting with behavior management. Provide structure and routine in an environment that is conducive to learning.
- When communicating with students, state directions and expectations in a simple, explicit, and positive manner. Tell the students what they are supposed to do. For instance, instead of saying "Don't run", say "Please walk in the halls".
- Offer students choices to avoid a power struggle. Rather than say "Don't tap your pencil", state "Would you rather put your pencil in your pencil case or in your desk."
- Provide and encourage association with appropriate peer role models.
- Avoid overreacting to inappropriate behavior, and view the student's behavior in professional terms (don't take it personal). Be aware of the potential impact of your response.

- When possible, ignore attention seeking behaviors that are not disruptive to the classroom.
- Diffuse stressful situations for students through redirection and distraction when appropriate.
- Provide positive reinforcement. Avoid focusing on punitive consequences or loss of privileges.
- Stay in the present. Address behavior incidents individually.
- Separate the child from the behavior. Indicate that the child is valued and liked, but the behavior is inappropriate.

Ways to Positively Reinforce Students

When providing positive reinforcement:

- State the student's name; and
- State what you like about the behavior; and
- State a reinforcer

Strategies for Facilitating Student Independence

It is important that you are aware of the specific needs of the students you are assigned to and have knowledge of their IEP goals. This will help you understand the expectations for the student. Additionally, it is important to know students' abilities and limitations. **Critical for all students, is to encourage performing tasks independently. Hovering over them and doing too much for them can hinder their progress toward skill acquisition and overall independence.** You are always encouraged to give verbal praise for good work.

- Increasing learner independence is the instructional goal for every student!
Encourage students to be independent rather than dependent.
- Encourage and allow students to make choices and decisions.
- Encourage students to complete activities as independently as possible prior to offering support.
- Allow student work to be authentic, rather than completed by an adult.
- Allow students to make mistakes and experience natural consequences, unless there is a safety issue.
- When appropriate, sit or stand at a distance from the student who requires additional adult support.
- Break larger tasks into smaller steps to allow student to independently perform parts of

task/assignment.

Inclusion Solutions

Research supports students with disabilities learn best with their typical peers in the general classroom with accommodations and modifications. Our goal, in alignment with federal and state law, is for students to be integrated in the general education classroom to the fullest extent possible.

Tips for Supporting Students in the General Education Classroom

- Implement the appropriate accommodations, modifications, and lesson plans provided by the special education teacher for specific students.
- Become familiar with the content of the unit/course. Ask the teacher for clarification about the material, when needed.
- Provide students with opportunities to ask questions and respond utilizing their mode(s) of communication (verbal, sign language, picture symbols, and augmentative communication/voice output device).
- Implement the classroom and/or individual behavior plan when the student is in the general education setting.
- Provide feedback and data to both the general and special education teachers related to academic progress, work habits and behavior.
- Encourage students to become as independent as possible when following classroom routines.
- Avoid hovering over the student you are supporting. Facilitate student independence by varying the amount of support, monitoring, and prompting based on the need and independence level of the student.
- Assist with other students who need help, on occasion, not singling out the students who receive special education services.
- Be mindful of the volume of your voice in the general education classroom so as you provide direction; it does not distract the learning environment.
- Communicate with teachers about potential situations of increased supports to students, such as transitioning a student to a more structured environment. Discuss ahead of time with the teacher the expectations of student transitions. What are the criteria for the student to return to the classroom? (Including location, alternate activities, length of time, reintegration procedures, and assistance.)

- Encourage students to interact with peers and develop peer relationships, as approved by the teacher.
- When working with students with limited cognition, social skills or verbal ability, get to know the interests of your student and classmates to share common interests with each other.
- Have the teacher select appropriate peer role models to work with or assist a student with a task, when appropriate.

MNESC General Information

Para Educators/Continuing Education

Paras, as a term of their employment, must be actively involved in on-going continuing education.

Paras who have worked for the Coop three years or less must complete 20 hours of professional development. Paras who have worked for the Coop longer than three years; starting with their fourth year and after must complete 10 hours of professional development.

The professional development will come in the form of school in-services and through on-line coursework provided by Infinetec.

Paras need to find time during the normal school day to complete the staff development and are instructed to communicate with their supervising teacher to determine the best time to take the on-line courses. Paras will be given specific instructions regarding the process for documenting the in-service hours and the completed coursework.

Accidents

Any school employee who discovers an accident on school property shall report the accident to the building principal or designated representative.

If the person requires medical treatment, the employee shall:

- Send for medical help;
- Make the individual as comfortable as possible while waiting for competent medical assistance to arrive;
- Notify the principal or designated representative; and
- Complete an Accident Report in a timely manner.

If an employee present is qualified to administer first aid, that aid may be given. Qualified employees are those employees who have successfully completed an approved Red Cross first aid program.

Bullying by Staff (See EBC, GAAB, JDD, and JDDC)

The board of education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle, or at a school-sponsored activity or event. Staff members who bully others in violation of this policy may be subject to disciplinary action, up to

and including suspension pending a hearing and/or termination. If appropriate, staff members who violate the bullying prohibition shall be reported to law enforcement.

Drug Free Schools and Communities Act/Drug Free Workplace

The unlawful possession, use, or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. The use of tobacco products by any person, in any form, is prohibited in the school building. (For the complete policy see GAOA Drug Free Workplace and GAOB Drug Free School.)

Relations with Students

Employees shall maintain relationships with students that are conducive to an effective educational environment. (For the complete policy see GAF Staff Student Relations.)

Student Information/Confidentiality

Confidential student information, whether written or oral, shall be handled in a confidential manner and be discussed **only** with the appropriate school personnel. **Violations of this rule, which violate the privacy rights, could result in the disciplinary actions being taken against the employee, including termination.**

As a paraeducator, you will hear, read, and observe information about students that is considered confidential. You will learn a great deal about the students you work with and their families. You must always respect the privacy of the students and their families. There are federal and state laws designed to protect the confidentiality of students served in special education.

Always remember that you are a professional, and professionals honor confidentiality. Remember a breach of confidentiality is not only unprofessional, but also illegal.

Problems of confidentiality are not always intentional. Eagerness to tell about a student's accomplishment or progress may appear harmless, but you may give more information about a child's area of disability, needs, or educational plan than intended.

The following are a few tips to help keep confidentiality from becoming a problem:

- Be careful with whom you share information. Is that person directly involved with the student's education?
- Don't point out or label children in public (outside of school) as "your students."
- Avoid using names if you are asked about your job.
- Questions about a student from anyone should be directed to the teacher.

- Never use information about a student as gossip or as a joke.
- Focus comments on student strengths and be positive.

Quick Tip: If you know it because you work here-it is to be treated as confidential.

Scheduling

Each supervising teacher is responsible for identifying a para schedule that outlines location and responsibilities. A 30-minute duty-free lunch and appropriate breaks throughout the day

should be included in the schedule. If a para has a concern with the schedule, he or she should address that concern directly with the supervising teacher as soon as possible. **Sticking to the designated schedule is essential.** The supervising teacher must approve deviations.

Documentation

Paraeducators will frequently be asked to document student progress on daily activities for parents to review. Documentation activities need to be directed and monitored by the supervising teacher who is responsible for student progress and documentation activities. Information documented by paras should be factual and succinct rather than subjective and lengthy. The supervising teacher should monitor all communication between home and school.

Dress

Dress appropriately/teacher dress code.

Sexual and Racial Harassment

Sexual and racial harassment will not be tolerated in the school district. Sexual and racial harassment of employees or students of the district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited. (For the complete board policies see GAACA and JGECA Racial Harassment and GAAC and JGEC Sexual Harassment.)

Absences/Request for Leave

Use Attendance Enterprise

Telephone

- 1) Staff members will not be called in their classrooms during the school day for phone calls, unless it is an emergency or special situation.
- 2) Messages will be placed in mailboxes.
- 3) Cell phone usage/texting shall not interfere with the job duties and will follow building policy for use during working hours.

Beverages/Food

- 1) All beverages (except for bottles water/sports drinks) should be in an appropriate covered container when students are present.
- 2) Beverages/food in the classrooms/carpeted area ARE DISCOURAGED. Staff members should not be eating in front of students during class time.

Evaluations

The board-approved policy and instrument shall be used for formally evaluating employees.

Use of Personal Vehicle

Private cars may not be used for transportation of students.

Issues Resolution/Chain of Command

Staff members should attempt to resolve issues and concerns with others at the level where the problem originated before seeking higher levels. Work with the teacher.

Student Discipline

Always consult with the supervising teacher on student discipline issues. Supervising teachers should always sign any discipline notices that are written.

Appropriate Use of Equipment & Supplies

Use of equipment and supplies is for the performance of official and approved assignments only.

Use of district equipment or supplies for personal use is prohibited without prior permission of the principal. Equipment shall be used only for purposes in which it was designed to be utilized.

Computers (See board policy IIBG)

Use of access to district computer and computer software is limited to district employees and students. Use of computers is for the performance of official and approved assignments only. Use of district computer equipment or software is prohibited without prior permission of the principal. Only software purchased by the district may be loaded onto district computer. District software shall not be copied for personal use. Employees shall not use electronic communications, including e-mail and the Internet, to harass staff, students, or other individuals.

No Right to Privacy/Internet

Employees shall have no expectation of privacy or restricted access to any information generated during the course of their official duties or entered in any district computers.

Employees waive any right to privacy in e-mail messages and consent to the access and disclosure of e-mail messages by authorized employees. Inappropriate use and/or transmission of any material in violation of any United States or state regulation, is prohibited.

**Mar-Nem County Educational Services
Cooperative Para Staff Development Activity
Documentation Form Para Knowledge and
Application**

Name: _____ Date of Staff Development: _____

Staff Development Topic: _____

Knowledge Level: _____ hr. Application Level: _____ hr.

Video (length): _____ hr. Reading (#of pages): _____

Para education Modular (Lesson) Number _____

Description of Staff Development: (give name of presenter or name of lesson)

Paraeducator Signature _____

Supervisor's Signature _____

Please return this form to the Director of Special Education within 10 days of the staff development activity.

For Office Use Only:

Approved _____ Orientation _____ Reading/Video _____

Denied _____ Training _____

Implementation Administrator _____ Paraeducator Series _____

☒ Knowledge
☐ Application

Paraeducator Assessments:

(Check if

☐

passed) Instructional Support Score (65% pts to pass)
Knowledge & Application Score (70% to pass)

