



SPECIAL SERVICES
COOPERATIVE

Wamego - Rock Creek - Wabaunsee

Paraeducator Handbook

2024-2025

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Please read carefully and share all information with your supervising special education teacher. Paras are expected to follow the policies listed in both the Paraeducator Handbook **and** the Classified Handbook.

Section 1

Roles, Responsibilities and Regulations

ROLES, RESPONSIBILITIES AND REGULATIONS

The goals of the personnel policies set forth in these handbooks are to create the best possible educational climate for the students of the Special Services Cooperative of Wamego, USD 320. These policies are designed to prevent misunderstanding by the personnel of the district about their duties and privileges.

The following policies have been approved by the Board of Education of USD 320 and shall serve as guidelines for your employment. This handbook is presented as a matter of information and direction regarding policy, benefits and other useful information.

Paraeducator Job Description

The main components of the job description are: instructional duties, interpersonal skills, professional qualities, personal qualities, and clerical skills. Each of these components has a variety of sub-components that are important to a paraeducator position.

The role of the paraeducator is to provide support to the assigned special education personnel in a building(s) by assisting with instructional tasks assigned to students from day to day and providing other duties deemed necessary by the supervising teacher. Each paraeducator is assigned to at least one or more certified special education teachers.

Paraeducator Employment Standards

To be employed as a paraeducator, a person must;

- Be a high school graduate (or GED equivalent), and
- Complete an orientation session addressing Confidentiality, Sexual Harassment, Blood Borne Pathogens, Mandanted Reporting, Suicide Prevention, Bullying Prevention, Education for the Homeless, Emergency Safety Interventions, the services to be provided, the policies and procedures of the local education agency concerning special education, and a required certification of health and TB blood test.

To follow the intent of Kansas statute, a paraeducator is qualified... to assist certified teachers in the instruction of exceptional children... This individual, therefore, shall be referred to as an instructional paraeducator. Special education paraeducators are team members who work alongside the special education teacher. They not only free the teacher from the more routine tasks of the classroom, but also serve as an effective part of the educational team. With differentiated responsibilities, paraeducators carry out the program developed by the special education professionals. The scope of the definition described here and in Kansas statute in general focuses on instructional paraeducators who work with the specified teacher and are assigned to a particular classroom.

Challenging Duty Pay

Challenging duty pay is an extra \$2.00 per hour for qualified Para B and Para L positions working with behavior or low incidence students for ½ the day or more. This pay rate is given only during the time of performance of the challenging duties.

Behavior Support Para (Para B):

Paras who are working at least ½ day with students on a behavior management plan that regularly exhibit high needs behaviors including explosive meltdowns, self-injurious behavior, destruction of property/classroom, throwing objects, eloping from the classroom/school, swearing at others, yelling/screaming, spitting, threatening to harm others, physical violence to others, etc. Paras will be required to complete Nonviolent Crisis Intervention (NCI) training annually to receive this challenging duty pay. Returning paras must maintain their annual NCI certification training.

Low Incidence Para (Para L):

Paras who are working at least ½ day with low incidence/high needs students who require support such as toileting, diapering, feeding, physical care, etc.

The maximum additional per hour increase with Para B and Para L pay is \$2.00 per hour. Though a para may have both Para B and Para L responsibilities in a given day, the time paid must be designated by Para B OR Para L. Accuracy of the Para B and Para L pay will be reviewed in August, November, January and March each year.

A para no longer qualifies for Para B or Para L challenging duty pay if the para moves from this position to one that is no longer serving high behavior or low incidence students. If the student moves, the student's needs change, or if the para's schedule changes, challenging duty pay discontinues. **The case manager will notify the Director of Special Education and the Para Facilitator immediately so pay can be adjusted.**

Paraeducator Role

The special education paraeducator has become an essential person in the development of programs for students with special needs. Exceptional students require smaller classes; therefore, more personnel are needed. In addition, more and more students who are in institutional settings or were receiving no educational services at all are being admitted to public school programs. Paraeducators can help overcome these obstacles and work towards the quality education that is necessary for exceptional students.

Legal Authority for Paraeducators in Special Education

In 1974, the Kansas Legislature enacted the Special Education for Exceptional Children Act which gave a more precise definition and role to paraeducators in special education. In Kansas statute, special education teacher means a person employed by a local education agency for special education services who is (a) a teacher qualified to instruct exceptional children as determined by standards established by the State Board and who is so certified by the State Board, or (b) a paraeducator qualified to assist certified teachers in the instruction of exceptional children as determined by standards established by the State Board and who is so approved by the State Board. In addition, Kansas statute calls for reimbursement of special education paraeducators... each special education teacher who is a paraeducator as defined by Kansas statute shall be counted as two-fifths full-time equivalent special education teacher...As a result of this legislation, rules and regulations for training, utilization, supervision and approval of special education paraeducators shall be established to ensure the proper intent of the law.

The definition of paraeducators in Kansas Statute does not include those individuals who are referred to as non-instructional aides and who are employed for the primary purpose of performing such duties as playground or lunchroom supervision, office clerical tasks, attendance recording, lunch and milk money collecting, or personal and hygienic care to students outside of the instructional program. Aides may be employed to do the task previously mentioned, but are not eligible for reimbursement as special education instructional paraeducators.

Utilization of Paraeducators

In order to use paraeducators effectively, the teacher must first have a clear vision of his/her own role as a teacher. He/she needs to understand the hierarchy of the instructional tasks and then decide which ones best involve his/her time and which ones should be delegated to his/her para. The amount of quality professional supervision given is crucial in deciding what duties paraeducators can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning and design of programs and procedures to meet those needs are professional functions. The role of the paraeducator is to provide support to the special education teacher in the implementation of the educational programs, management of students, and completion of non-instructional tasks.

Duties and Responsibilities

Instructional responsibilities shall center on follow-up or reinforcement activities. Initial instruction involving the presentation of new lessons or concepts should be the responsibility of the special education teacher. The teacher shall plan cooperatively with the paraeducator and assign implementation duties to this individual. The teacher will work with individual students or small groups on particular learning problems while the paraeducator may tutor individual children or work with small groups, using materials and techniques chosen or designed by the teacher. The paraeducator is employed to improve the quality of education for exceptional students.

There are two instances in which a special education paraeducator may be approved to provide assistance during the time students are being transported by bus to and from an attendance center:

1. Cases in which the student's physical needs are of a severe nature; such as a severely multiple handicapped student having a choking or seizure condition which requires close monitoring by an adult.
2. Cases in which the student's emotional/behavioral needs are of such a severe nature that constant adult supervision is necessary.

Local educational agencies are encouraged in both cases to utilize these paraeducators also in the special education classroom to which they are assigned. Each of the above cases is subject to individual approval from the Director of Special Education.

Paraeducators Facilitating Least Restrictive Environment

State and Federal law speak to the provision of the least restrictive environment in programming for students in special education programs. Any paraeducator may be assigned to a general education classroom program where one or more special education students are being maintained, but that paraeducator shall be supervised by a special education teacher who meets the requirement in Kansas statute and shall be assigned duties which relate solely to the education of exceptional children.

The paraeducator, special education teacher and the general education teacher will collaborate to best support the student in the general education class setting. The amount of time the paraeducator spends in the general education classroom will depend on the number of special education students included and the nature and degree of the students' needs.

When paraeducators are supporting a student with physical or visual impairment in the general education classroom, they should spend the majority of the school day providing individual attention to the student, assisting him/her with physical needs and/or educational activities. The paraeducator should be assigned to the general education class teacher(s) and the appropriate special education teacher. Each local education agency shall obtain individual approval from the Director of Special Education for any paraeducator whose only assignment is to assist students with one or more hearing, physical or visual impairments in a general education classroom program. Local education agencies utilizing paraeducators in these specific areas shall obtain approval for each individual case from the Director of Special Education.

Class Size and Caseload

The class size and caseload in selected categorical areas can be increased by the utilization of paraeducators. In certain program areas, a paraeducator is required for specific numbers of students up to the maximum class size. In programs for students with severe needs, where the demands of the educational program include both physical and academic educational programming, the ratio must be approved by the Director of Special Education.

In team-teaching settings, interrelated programs, or itinerant situations, the paraeducator should have a special education professional he/she is assigned to for counseling, supervision and on-the-job training.

Paraeducators may work with individual students, small groups, large groups, or the total classroom. There is no specified ratio of paraeducator to students. However, in settings where the students have serious or involved needs, the ratio of paraeducator to students may be decreased.

Supervision of Students on Campus

Paraeducators may work with and supervise students in the classroom, hall, restroom, therapy area, gymnasium, on the playground, and in other specified instructional areas on campus under the supervision of the professional to whom they are assigned.

The supervising professional may leave the class under the supervision of the paraeducators for short periods of time while the teacher is still on the school campus. If the supervising teacher must leave the school campus, another professional on campus should be designated as the supervisor of the class and of the paraeducators. The designated professional may be the principal or a certified special or general education staff member.

Supervision of Students Off Campus

Off-campus activities, such as work study placements and community programming, may be supervised by paraeducators. Paraeducators also may accompany small groups of students on shopping trips and other such instructional activities without the supervising professional being present. Supervision of each paraeducator must be provided by certified professional staff. The certified professional must work with paraeducators and students at least twice a week progressing toward accomplishment of program goals. When paraeducators are "on-site", and the certified professional is not present, the paraeducator shall be subject to the direction of designated on-site personnel. Designated on-site personnel shall be identified and a record maintained of same in the administrative office of each district.

Unacceptable Duties and Responsibilities – No special education paraeducator shall:

- (1) Be solely responsible for a classroom or a professional support or related service
- (2) Select or administer formal diagnostic or psychological instruments or interpret the results of those instruments unless authorized under Kansas statute
- (3) Program or prescribe education activities or materials for the students without supervision and guidance of the teacher
- (4) Be solely responsible for preparing lesson plans or initiating original concept instruction
- (5) Be assigned to work with one or more of the most difficult students the majority of the school day merely for the convenience of the teacher
- (6) Be employed in lieu of needed itinerant special education personnel
- (7) Be utilized as a substitute teacher, unless the paraeducator possesses the appropriate certificate
- (8) Be enrolled as a secondary school student
- (9) Perform nursing procedures or administer medications without appropriate supervision from an approved health care professional

Confidentiality

District employees may have ongoing opportunities to access confidential information or records that are only available to the public on a limited view basis. Much of the information processed by district employees is confidential, and law governs its release; for example, confidential student records, information pursuant to Social and Rehabilitation Services (SRS) intervention, etc.

Employees are prohibited from divulging information contained in the records and files of the district, except to other authorized employees who may need such information in connection with their duties and to authorized persons or agencies only in accordance with law, district policies, and administrative rules. If an employee is approached to provide information inappropriately, the employee must refuse to release the requested information unless authorized by his/her supervisor or otherwise required to release the information under law or court order. In all cases, the employee's immediate supervisor shall be informed, immediately, of any requests.

Any employee who inappropriately releases information, or uses confidential information obtained in the course of his/her employment with the district for personal reasons or private gain, will be disciplined in accordance with Board Policies. Disciplinary action may include severe penalties, up to and including discharge.

Inservice Requirements

Paraeducators are required by law to obtain inservice training annually. The State Department of Education determines which training hours may be counted toward the required minimum. The Director of Special Education will be responsible for scheduling the appropriate training for paraeducators. The inservice hours must be logged on the Paraeducator Inservice Log. The supervising teacher(s) must sign for all approved hours that he/she has knowledge of. All individual hours will be reported to the Director of Special Education's office prior to the last official day of employment or earlier at the request of the Director. Continuation of employment requires that the minimum training hours be attained. A copy of acceptable hours and the authorized form used to document hours will be reviewed at the beginning of each school year. Every paraeducator is required to show evidence of required inservice hours.

Supervision and Assignments

Typically, the professional responsible for the provision of services who is receiving assistance from the paraeducator is assigned as the supervisor of the paraeducator. In some instances, based on the paraeducator's assignment, other special education personnel may be identified as the paraeducator's supervisor. Examples might include community based paraeducators supervised by a district level coordinator who is responsible for implementing the community based program; or a building level paraeducator facilitator. In extremely rare instances, a paraeducator may be supervised directly by the Director of Special Education if determined necessary.

The Identified Supervisor Must Be:

Claimed on the Personnel Report for special education categorical aid and responsible for the paraeducator's day to day job performance and evaluation. When districts have teachers on a waiver or have assigned substitutes to professional positions, different supervisory arrangements may be in the best interest of students. In such cases, special education administrators have the authority to assign another special education teacher as the supervisor. Districts have a responsibility to ensure appropriate supervision of special education paraeducators and the delivery of services. An identified process to ensure supervision occurs must be developed and implemented. Districts are responsible for implementing policies to ensure appropriate supervision of paraeducators in the delivery of special education services. Districts must evaluate and determine appropriate levels of supervision based on the services provided, the paraeducator assigned, and the needs of the student as outlined in the IEP or IFSP. In addition to locally determined paraeducator supervision policies, the following supervision requirements apply.

When the Supervising Special Education Teacher is not in the Building:

Paraeducators assigned to a professional may work with a child when the professional is not in the building, ONLY if the professional works directly with both that child and the paraeducator at least 10 percent of the total service time each week. When the assigned special education teacher is not present, a paraeducator must have a designated principal or teacher available in the building for assistance and supervision as needed.

Paraeducators Assigned to SLPs, OTs, and PTs

Paraeducators assigned to speech-language pathologists or audiologists must be supervised a minimum of 10 percent of the time they are working with students (training time does not count toward this minimum percentage). Paraeducators assigned to OTs and PTs (including OTAs and PTAs) must be supervised according to statutes and regulations established by the Kansas State Board of Healing Arts for Occupational Therapy and Physical Therapy.

When the Paraeducator is Assigned to a Learning Site Off School Property

A paraeducator who is assigned to a learning site that is off school property must be supervised by a special education teacher. The special education teacher must work with the paraeducator and the student at least twice a week if services are provided daily. If services are provided at least once a week, 20% of the sessions per month must be supervised. If services are provided less than one time a week, 20% of the sessions per quarter must be supervised.

Special Assignments for Paraeducators

(a) Speech-language Paraeducators/Assistants

Speech-language pathologists are required to train, monitor, supervise, and evaluate Paraeducators assigned to them.

(b) Audiology Assistants

Audiologists are required to train, monitor, supervise, and evaluate Paraeducators assigned to them. Paraeducators performing hearing screenings must have the appropriate level of training for the type of hearing screenings they are performing and must perform hearing screenings according to the Hearing Screening Guidelines (2001).

(c) School Nurse Paraeducators

Paraeducators who provide nursing or school health services are persons who, by specialized training from registered professional nurses, are qualified to carry out basic nursing tasks or procedures in the care of students, according to the student's Individualized Healthcare Plan, which becomes a part of their IEP. First aid is not a special education service. Special education reimbursement is authorized for school nurse Paraeducators, whose personnel agreements designate them as Paraeducator/aide for a school nurse, who provides nursing or school health services specified in a student's Health Care Plan and/or IEP and that is appropriately delegated and supervised by registered professional nurses.

(d) Administrative Assigned Paraeducators

MIS Paraeducators:

Reimbursement as a Paraeducator is authorized for persons responsible for collecting, entering, and verifying Management Information System (MIS) data for a school district or cooperative. MIS clerks also may assist with the review, maintenance, and storage of IEPs and accompanying paperwork.

Responsibilities that do not qualify as MIS duties include such things as maintaining the personnel database, processing Medicaid claims, clerical duties not related to the MIS data system and serving as an administrator's secretary. Logs are required. Regardless of certification/license held, MIS duties will be reimbursed at Paraeducator rates.

Translator:

Reimbursement as a Paraeducator is authorized for persons responsible for translating special education paperwork from English to another language. The Paraeducator may be assigned to a special education administrator. Reimbursement will be prorated for clerical duties and for translating non-special education paperwork. Logs are required. NOTE: the above identified Paraeducator assignments should be assigned to administrators for direct supervision.

Supervision and Evaluation

Any Paraeducator assigned to an itinerant professional may work with an exceptional student when the professional is not in the building only if the professional works directly with both the student and the Paraeducator at least twice each week. If the itinerant professional is not present each day, the Paraeducator shall be assigned to, and supervised by, a designated principal or regular classroom teacher.

Instructional Paraeducators shall be directly supervised and evaluated by the special education teacher to whom they are assigned. Overall supervisory and evaluative responsibilities rest with the principal or special education administrator as they do for other school staff members. In cases in which the Paraeducator is assigned to an itinerant special education staff member, and the staff member is not present every day, the Paraeducator shall be

assigned to and supervised by the principal or designated regular classroom teacher. Periodic written evaluation with resulting conference should be a definite part of the administrative structure of the local education agency.

A Paraeducator may be assigned to assist in a general education program when one or more students with exceptionalities are included in that program, if the Paraeducator is assigned to and supervised by a special education teacher who meets the requirements in Kansas statute.

A local education agency shall not assign more Paraeducators to an approved special education teacher than can be adequately supervised by that teacher. When an assigned special education teacher is not present, a designated principal or teacher may supervise a Paraeducator. A local education agency shall not assign a Paraeducator to more than two special education teachers for supervisory purposes. A special education teacher shall supervise any Paraeducator who is assigned to a learning site that is off school property. The special education teacher shall work with the Paraeducator and the student at least twice each week.

Except for Paraeducators providing supervised occupational, physical or speech therapy, any Paraeducator assigned to a professional may work with an exceptional student when the professional is not in the building only if the professional works directly with both the student and the Paraeducator at least twice each week. Any Paraeducator providing specialized occupational or physical therapy must receive direct supervision by a professional occupational or physical therapist twice each month. If the professional therapist is not present each day, the Paraeducator shall be assigned to, and supervised by, a designated principal or teacher.

Evaluations

Paraeducators will be formally evaluated once per school year. Exceptions to this include, recommendations by the State Department of Education to conduct evaluations more frequently, or the performance of the paraeducator is not meeting the anticipated expectations. If performance standards are not being met, the supervising teacher may conduct an evaluation more frequently.

As part of the evaluation process, paraeducators will conduct a self-evaluation which will serve as a point of discussion between the paraeducator and the supervising teacher.

Job Descriptions

Paraeducators should have job descriptions which clearly define their duties and responsibilities in the special education program(s) to which they have been assigned. The job descriptions may also contain a list of unacceptable duties, terms of employment, specialized training and qualifications.

INSTRUCTIONAL PARAEDUCATOR JOB DESCRIPTION

Purpose: The instructional Paraeducator assists the special education teacher in creating a positive learning environment to facilitate the personal, social, and intellectual development of students. To accomplish these tasks, the instructional Paraeducator works closely with the staff and administration of the school district.

Responsible To: Director of Special Education, Special Education Teacher, Para Facilitator and Building Principal

Payment Rate: According to the Classified Salary Schedule

Qualifications:

1. High school diploma or equivalent
2. Health and Inoculation Certificate on file in the District Office (after employment offer is made and accepted)
3. Desire to continue career improvement
4. Drive record from state (after employment offer is made and accepted – those transporting students only)

5. Defensive driving and first aid certification (required for those transporting students)
6. Clean background check through USD 320 HR department (after employment offer is made and accepted)

Essential Functions:

1. Assist in facilitating the personal, social, and intellectual development of students
2. Assist in establishing a positive learning environment, and respond to the individual needs of students
3. Ensure that all activities conform to district guidelines
4. Communicate effectively with members of the school district and community while following district confidentiality guidelines
5. React to change productively and handle other tasks as assigned
6. Appropriately operate all classroom equipment
7. Demonstrate effective interpersonal relationships with others
8. Support the value of an education
9. Support the philosophy and mission of the school district
10. Regular attendance

Physical Requirements for Specialized Programs:

1. Lift up to 40 lbs. unassisted
2. Good physical agility which requires the following:
 - a. Kneeling
 - b. Getting up and down off floor
 - c. Frequent bending
 - d. Sitting
 - e. Standing
3. Moving and operating equipment

Environmental Conditions:

1. Requires some travel
2. Must work in noisy and crowded environments
3. Must work outdoor activities

General Responsibilities:

1. Assist in the instruction and supervision of students. This may involve completing assignments, reading material aloud, explaining directions, and explaining concepts, administering tests
2. Set-up and lead students in activities prepared by the supervising teacher or therapist
3. Tutor students as directed
4. Assist with small group instruction
5. Monitor student progress
6. Assist in modification of materials for student's abilities
7. Assist students in games and in the proper use of playground equipment
8. Use appropriate behavior management techniques to maintain a positive climate for teaming
9. Implement, monitor, and collect data on behavior plans for individual students
10. Motivate students through effective communication and evaluative feedback
11. Set high expectations for student achievement and behavior
12. Assist in providing for the special physical and emotional needs of students
13. Grade papers and assist with record keeping in the special education program
14. Prepare instructional materials and supplies for use
15. Escort and supervise students to and from various school facilities and areas. Occasionally, escort students on field trips
16. Act as a liaison between special education teacher and general education teacher

17. In the inclusion classroom, assist students with class work, taking notes, tests, etc. Also provide positive support for the classroom teacher by monitoring student progress and behavior
18. Provide daily feeding and /or mealtime supervision, toileting, diapering and hygiene care as needed
19. Take attendance and record absences in the special education classroom
20. Attend staffing and general staff meetings
21. Assist in the maintenance and inventory of materials
22. Work effectively with students, teachers, parents, community agencies, and other groups while following strict confidentiality guidelines
23. Assist in safeguarding confidential information
24. Immediately report accidents, assaults, destruction of property, and abusive behavior to the instructor and principal.
25. Adhere to required program guidelines as defined by the Kansas Plan for Special Education
26. Keep abreast of new information, innovative ideas, and techniques and share with professional assigned
27. Adhere to all district and cooperative health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan
28. Other duties as assigned by the instructor, principal, para facilitator or Director of Special Education

LOW INCIDENCE/BEHAVIOR PARAEDUCATOR JOB DESCRIPTION

Purpose: The instructional Paraeducator assists the special education teacher in creating a positive learning environment to facilitate the personal, social, and intellectual development of students. To accomplish these tasks, the instructional Paraeducator works closely with the staff and administration of the school district.

Responsible To: Director of Special Education, Special Education Teacher, Para Facilitator and Building Principal

Payment Rate: According to the Paraeducator Salary Schedule

Qualifications:

1. High school diploma or equivalent
2. Health and Inoculation Certificate on file in the District Office (after employment offer is made and accepted)
3. Desire to continue career improvement
4. Drive record from state (after employment offer is made and accepted – those transporting students only)
5. Defensive driving and first aid certification (required for those transporting students)
6. Clean background check through USD 320 HR department (after employment offer is made and accepted)

Essential Functions:

1. Assist in facilitating the personal, social, and intellectual development of students
2. Assist in ensuring the safety and wellbeing of students with exceptionalities
3. Assist in establishing a positive learning environment, and respond to the individual needs of students
4. Ensure all activities conform to district guidelines
5. Communicate effectively with all team members
6. React to change productively and carry out all assigned duties
7. Appropriately operate all classroom equipment
8. Demonstrate effective interpersonal relationships with others
9. Support the value of education
10. Demonstrate regular attendance
11. React positively to supervision and constructive feedback

Physical Requirements/Environmental Conditions:

1. Work with multiple settings and travel to alternative locations, as necessary
2. Work in noisy and crowded environments
3. Work in both indoor and outdoor settings (year round)
4. Good physical agility which requires the following:
 - a. Frequent bending
 - b. Sitting
 - c. Standing
 - d. Waking
 - e. Kneeling
 - f. Getting up and down off floor
 - g. Reaching
5. Physically block, move or restrain students
6. Physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 40 lbs.
7. Direct physical contact with students, including basic hygiene activities and physical assessment of students with possible exposure to bodily fluids

General Responsibilities:

1. Assist in the instruction and supervision of students. This may involve supporting assignment completion, reading material aloud, explaining directions/concepts, and administering non-standardized tests/curriculum based measures.
2. Set-up and lead students in activities prepared by the supervising teacher or therapist.
3. Assist with small group instruction
4. Closely monitor and accurately document student physical and behavioral functioning
5. Prepare student specific materials and equipment
6. Provide daily feeding and/or mealtime supervision, and assist with toileting, diapering and hygiene care for students, as needed
7. Assist in modification of materials
8. Assist students in playing games and with proper use of playground equipment
9. Use appropriate behavior management techniques to maintain a positive climate for learning
10. Implement, monitor and collect data on multi-step and involved behavior plans
11. Motivate students through effective communication and evaluative feedback
12. Set and maintain high expectations for student achievement and behavior
13. Directly and effectively respond to the specific physical, behavioral and emotional needs of students
14. Prepare instructional materials and supplies
15. Escort and supervise students to and from various school facilities and areas. When necessary escort students on field trips
16. In inclusion classrooms, assist students with class work and in maintaining appropriate behavior
17. Provide support for the general education classroom teacher by monitoring student progress and behavior
18. Take attendance and record absences in the special education classroom
19. Attend staff meetings, as directed by supervising teacher
20. Assist in maintenance and inventory of materials
21. Assist in safeguarding confidential information
22. Adhere to required program guidelines as defined by the Kansas State Department of Education
23. Adhere to all USD 320 health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan
24. Other duties as assigned by the supervising teacher, Principal, para facilitator or Director of Special Education

CHILD ABUSE AND NEGLECT – REPORTING

The Kansas Child Protection Act (KSA 38-716-724) requires that any employee who suspects that a child's physical or mental health or welfare is being adversely affected by abuse or neglect immediately reports this fact to the local Social Rehabilitation Services (SRS) office. Or the local law enforcement agency if the SRS office is not open. It is required that the building administrator also be notified after the report is made. In the event that the child is the administrator's child, the superintendent, not the building administrator, will be notified.

Employees will not contact the child's family or any other personas to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove that the child has been abused or neglected.

Child Abuse

Child abuse is an act or failure to act which presents an imminent risk of serious harm to a child. Abuse can be in the form of:

- * physical injury
- * physical neglect
- * sexual abuse
- * emotional abuse

Physical Abuse – Any physical injury of a child by intention or non-accidental means. May include physical marks, injuries, or unusual bleeding inconsistent with the explanation of how the injury was received. Must consider behavior in conjunction with other signs: Is behavior consistent, extreme, or changed recently? Are family or environmental stresses apparent?

Physical Neglect – Failure or inattention on the part of parent or caregiver to provide for child's basic needs, such as food, clothing, shelter, medical care and supervision. Physical neglect tends to be chronic rather than episodic. Behaviors may include: requesting, stealing, or begging for food, frequent absences, fatigue, extended stays at school, child doesn't know the whereabouts of parents/caretaker.

Sexual Abuse – Any sexual act or exposure of sexual acts to or before a child, to include sexual exploitation. Physical signs may include: STD, infections, difficulty walking, and report of pain or discomfort. Torn, stained, or bloody underclothing. Child behavioral signs can include fear of a particular person, being sexually inappropriate with other children, advanced vocabulary, provocative or promiscuous behavior. Parents could be overprotective of the child or jealous of the child.

Emotional Abuse – Consistent, chronic behavior by a parent or caretaker which has a harmful effect on the child. The attitude or behavior is such that it seriously impairs the child's social, emotional, or intellectual functioning. Parent or caregiver behaviors which may contribute to emotional abuse include primarily negative interactions with the child, child blamed for things beyond his/her control, child isolated from normal social experiences and discipline appears to be inconsistent, unpredictable, erratic, or threatening. Child behavioral signs can include: rocking, head-banging, thumb sucking (or in older children, habitual behaviors), unrealistic, irrational or persistent fears, sleep problems, or behavior extremes.

Mandated Reporter

According to Kansas law, when any person working in direct contact with children has reason to **suspect** a child has been injured as a result of physical, emotional, or sexual abuse or neglect, that person is **required by law** to report to proper authorities – this includes teachers, school administrators or other employees of an educational institution which the child is attending.

- The law only requires you to report suspected abuse
- Kansas complies with the immunity clause for mandated reporters. This states a person who reports suspected child abuse in “good faith” is absolutely immune from criminal and civil liability.
- Some agencies expect staff to discuss abuse situations with their supervisor before reporting. However, if a staff member believes a report of child abuse or neglect needs to be made to authorities, it is the responsibility of the staff member to report, whether or not the supervisor is in agreement.
- The legal penalty for a mandated reporter failing to report suspected child abuse can be a class B misdemeanor.

When a Child Discloses Abuse

- Be calm and in control of your responses and emotions
- Listen
- Don’t react with disgust
- Validate the child’s feelings
- Be on eye level and remove barriers between you and the child
- Don’t interrogate or interview the child
- If you must ask questions, make sure they are open ended
- Be supportive
- Reassure the child you care for him/her and this does not change your feelings
- Remember 80% of child abuse occurs at the hand of a parent, and despite the abuse, the child likely continues to love the parent
- Consult with a colleague or administrator while being respectful of confidentiality

Reporting Abuse

- Consult with a colleague, administrator, school social worker or counselor
- Best practice is for the person who receives the information to make the report
- Note details of injuries (i.e. type, location, appearance, color, etc.) for the report
- If a decision is made to NOT report, staff should consider keeping documentation in case further issues arise (i.e. date and type of incident, circumstances, etc.)
- To make a report call 1-800-332-6378
- Additional information is available through the Kansas Department of Social and Rehabilitation Services - Children and Family Services

Cell Phones/Social Media

Cell phones are not allowed when working with students. Staff will not talk on cell phones, send text messages, play games, or access social media during student contact time. Personal calls should be made and text messages should be sent during scheduled breaks. Staff should not post work-related information on social media/the internet. Failure to follow this policy will lead to disciplinary action, up to and including termination.

Student Safety

A paraeducator should never physically touch or restrain a student unless they have completed the annual Nonviolent Crisis Intervention (NCI) training. If the para has not completed the NCI training, physical touching/restraining should be left to NCI certified staff.

Section 2

Serving Students with Special Needs

INDIVIDUAL EDUCATION PROGRAM

What is an individualized education program?

Every exceptional student receiving special education services must be provided with an Individualized Education Program (IEP) which specifies what education and related services will actually be provided. This is the key to assure that each exceptional student is receiving a free and appropriate education.

Components of the IEP:

1. Participants in the IEP Conference (staffing):

The participants in initial case conferences in which entry IEPs are developed:

- The principal (LEA) or his/her designee who is qualified to supervise the provision of Special Education and has the authority to make decisions relative to the services to be provided.
- The school psychologist
- Related service providers (Speech-Language, Social Work, OT, PT)
- The student's general education teacher primarily responsible for providing special education instruction
- The student's parents/legal guardians
- The student, when appropriate
- Other individuals at the discretion of the parents/guardians or the school

For annual reviews of the IEP, the conference includes principals, the parent/legal guardians, special education teacher, related service providers and other individuals providing direct services to the special education student.

2. Contents of IEP:

The content of the IEP shall include information which sets forth:

- The present level of performance in the areas of academic achievement, social functioning, pre-vocational skills, sensory and motor skills, self-help skills, and speech-language skills
- The special education and related services necessary to meet the student's individual needs that will be provided by the school

EDUCATIONAL PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT

Introduction

Within the IEP meetings, the IEP Team must consider what services are needed for the student based on the evaluation process and results. The IEP Team develops goals to target during the next year while ensuring participation and progress in the general curriculum, and including the services the student will need to achieve those goals. Also, the team must consider how the student can be educated with peers without exceptionalities and his/her participation in other activities in addition to educational placement, such as extracurricular and nonacademic activities. The last decision the team makes is the student's educational placement, which must be based on the student's needs, goals to be achieved, and the least restrictive environment for services to be provided. For students with exceptionalities, the placement must be in the environment that is least restrictive, always beginning with the general education classroom as the initial consideration. Least restrictive environment (LRE) means education with peers who are not disabled, to the maximum extent possible. If for some reason the student is not receiving services in the general education classroom, the IEP Team must provide evidence why with supplemental aids and services, the student is not able to be educated in the general classroom, or to participate in extracurricular and nonacademic activities.

The definition of special education requires that various settings are available for instruction. The requirement to serve students along a continuum as appropriate applies to students with exceptionalities. The continuum includes the alternative placements listed in the definition of special education (instruction in the general education classes, special classes, special schools, home instruction, and instruction in hospitals, institutions and when incarcerated).

The process for determining the least restrictive environment (LRE) must be individualized for each student with an exceptionality, and must be reconsidered at least annually and at each review of the student's IEP. Students with exceptionalities are required to be educated with students who do not have exceptionalities, to the maximum extent appropriate, as close to the student's home, and in the school that he or she would attend if nondisabled. The requirement applies to students in public schools, or other care facilities. Removing a student from the general education classroom must not occur, unless the nature or severity of the exceptionality is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. For students who are gifted, LRE does not apply, but individual placement decisions must be made by the IEP Team, based on their individual needs. The LRE requirement also does NOT apply to students who are convicted as adults and are in adult prison.

The IEP Team must discuss program modifications or supports for teachers and staff to ensure that the student: (1) moves ahead in attaining the goals listed on the IEP, (2) is progressing in the general curriculum and participating in extracurricular and nonacademic activities, and (3) is educated and participating with other students with and without exceptionalities in these activities, as appropriate. The IEP must include an explanation of the extent, if any, that the student will NOT participate with students without exceptionalities in general education classes AND in extracurricular and other non-academic activities. Placement decisions may not be made on the basis of staff convenience, economic factors, or administrative convenience.

Important Points

- Schools should value each student regardless of his or her disabilities or exceptionalities
- Schools should provide dynamic, individualized and innovative learning for all students
- Schools should strive to provide education based on the needs of individual students with exceptionalities as determined by a well-designed IEP
- Schools should facilitate outcomes-based education by combining all of the specialized resources at the school to enhance learning of all students at the school

Factors involved in student placement

It is imperative that each student's individual needs determine placement. Placement should reflect the setting in which the student's needs can best be met when providing the educational services needed to implement the student's IEP. Placement decisions must not be based solely on any of the following factors: category of exceptionality, configuration of service delivery system, availability of educational or related services, availability of space, curriculum content, or methods of curriculum delivery. Individual strengths and needs should determine the student's program. The type and intensity of special education and related services required for the student to derive educational benefit must be made available.

In the field of education, the value of diversity is beginning to be recognized, as well as the value of individualizing each student's education, to address his/her diverse learning styles, strengths and needs. Kansas students who have exceptionalities benefit from receiving their education in general education settings alongside their nondisabled peers. Similarly, Kansas students who do not have identified exceptionalities also benefit from an inclusive educational program by learning to appreciate diversity and value the achievement of those with exceptionalities. Instead of separate track educational systems, schools are encouraged to strive toward a unified system which values and includes students of varying levels of ability.

Important points

- Placement is comprised of the setting of the educational program and the educational program itself
- Placement shall not be made based upon the student's categorical label nor upon administrative convenience
- Special education is not a place; it is services which may be provided in any setting

WHAT PARAEDUCATORS CAN DO IN INCLUSIVE CLASSROOMS

There are many adaptations, modifications and types of assistance a Paraeducator can provide in an inclusive classroom. The following is a partial list of possibilities to assist teams to think about new roles for the Paraeducator.

Please recognize that:

- Adaptations are individually determined based upon student need, AND
- Paraeducators should only begin an adaptation following instruction from the teacher or related service provider

Some Paraeducators may feel more comfortable implementing modifications than others. An attempt should be made to match complexity of the modifications with the Paraeducator degree of comfort, while at the same time providing instruction for the Paraeducator to increase his/her skills in this area. Any adaptation should first be approved and designed by the team prior to the Paraeducator's implementation of the modification.

For students who are inattentive, a Paraeducator could:

- With the teacher's permission, seat the student in a quiet area
- Seat the student near a good role model
- Seat the student near a "study buddy"
- Assist the student in setting short-term goals
- Pair written instructions with oral instructions
- Give clear, concise instructions
- Have student repeat instructions or expectations

For students who are impulsive, a Paraeducator could:

- Ignore minor, inappropriate behavior
- Increase immediacy of rewards and consequences
- Supervise closely during transition times
- Attend to positive behavior of other students
- Acknowledge positive behavior of other students

For students who are very active, a Paraeducator could:

- Provide reassurance and encouragement
- Frequently compliment positive behavior and work product
- Speak softly in non-threatening manner if student shows nervousness
- Review instructions of new assignments to make sure the student understands
- Look for opportunities for student to display leadership in the class and mention them to the teacher
- Make time to talk alone to the student
- Encourage social interactions with classmates if student is withdrawn or shy
- Reinforce frequently when signs of frustration are noted
- Spend time talking to student who seem pent up or display anger easily
- During a lecture, model note taking of key concepts on projector, white/chalkboard or flipchart
- Make sure that both written and oral directions are given

- Provide feedback to the team about whether or not a student may need shortened assignments or longer time to complete assignments
- Assist the teacher in providing immediate feedback to student after completion of assignments
- Assist student with an alternate assignment when the team has determined one to be appropriate (example: if the student has poor writing skills, the teacher may allow the student to do an oral assignment)
- Read material aloud with the student to allow another method of input
- Assist students who have trouble memorizing to use manipulatives, cards, number lines, math fact tables or calculators
- When a student has trouble aligning numbers, use graph paper or turn lined paper in a vertical direction

For students who have difficulty with visual perception, a Paraeducator could:

- Give oral directions to an assignment
- Tape record directions, so that the student may replay as often as needed
- Reduce the visual distractions in the student's work areas
- Make sure that directions given are concise and clearly written
- Make sure that the student has a copy of the teacher's lecture notes
- Teach the student to take notes and proofread
- Assist the student to highlight key points in textbooks purchased for the student
- Introduce new vocabulary before a new chapter/story/assignment
- Check for comprehension after reading
- Discuss written responses with the student
- Assist the student to make a small notebook dictionary of misspelled words to use as a reference
- Have the student verbally state steps to solving math equations before doing them

For students who have difficulty with auditory perception, a Paraeducator could:

- Provide short oral directions
- Have the student repeat the directions back to you
- Talk slowly to the student – give them time to process
- Provide a quiet work area for the student
- Try to pair a visual cue with auditory directions when possible
- Provide a lecture outline
- Provide an example on worksheets for the student to refer back to
- Increase your “wait time” before expecting a response

Paraeducators can assist the classroom teacher in providing a variety of instructional arrangements:

- Assisting one or more cooperative groups to complete an assignment or activity
- Assist peer partners to complete an assignment or project
- Assist peer tutor or cross-age tutors
- Assist students during independent work time

Paraeducators can assist the teacher in changing the format of a lesson:

- Facilitate a small group discussion following presentations of some materials
- Assist the teacher in developing and providing games, simulations, role-playing and activity based lessons. This could include gathering and preparing materials, making games, setting up activities, supervising small groups or individual work.
- Provide instruction in a community setting (particularly for students with moderate to severe exceptionalities)

Other things Paraeducators can do:

- Assist students who have different learning outcomes for a particular activity. (Example: a student with severe exceptionalities may have a learning outcome that focuses on reaching and grasping materials during a science experiment rather than acquiring knowledge of a scientific process)
- Provide information to the team about adaptations that are needed to the physical environment such as accessing materials or activities, lighting and seating location
- Provide information to the team about adaptations needed for instruction materials such as larger print, need for manipulatives, etc.
- Provide suggestions to the team for ways to fade out adult assistance and substitute peer assistance or independence when possible
- Develop a picture schedule for the student to use throughout the day
- Take data on behavior or IEP objectives
- Provide suggestions to the team about new vocabulary to teach based upon the student's daily schedule, interests
- Provide positive support for the teacher

SERVING STUDENTS WITH SPECIAL NEEDS**Behavioral Areas:**

1. It is important that the Paraeducator become familiar with the types of students that they are serving
2. Informal diagnostic techniques used to get a better understanding of the needs of the students should be understood by the Paraeducator
3. The Paraeducator should acquire a working knowledge of behavior management techniques, especially those used by the teacher

Academic Areas:

1. It may be important for the Paraeducator to become familiar with diagnostic and prescriptive techniques used for placement of the student within the academic program, check with your teacher
2. The Paraeducator must become familiar with various types of instructional equipment and materials used with the students
3. The Paraeducator should become familiar with the academic approach used by the classroom teacher
4. The Paraeducator should know that academic resources available within the building and district

Personal Emotional Strengths:

1. The Paraeducator must have a positive self-concept and a positive approach when working with students
2. Enthusiasm and sensitivity to the feelings of student is very important
3. Paraeducators should discuss any problems they are experiencing which may influence their job performance with the classroom teacher or building principal

40 ways to Provide Positive Reinforcement

1. That's really nice.
2. Thank you very much!
3. Wow!
4. I like the way you're working
5. Keep up the good work
6. It's fun working with you
7. That's quite an improvement
8. What neat work
9. You really outdid yourself today
10. This kind of work pleases me very much
11. I am proud of the way you are working
12. CONGRATULATIONS!
13. Much better
14. I appreciate your help and extra effort
15. Very good. You should show that to Mom and/or Dad
16. MARVELOUS!
17. Right on!
18. Mom and/or Dad will be proud to see the job you did on this
19. I like the way you stayed focused
20. TERRIFIC!
21. I like the way you raised your hand when you had the answer instead of blurting it out!
22. I like the way you took your time to make sure you "got it".
23. You are right on track, keep up the good work
24. I like the way you were ready right on time
25. You are a very smart thinker
26. You put a lot of work into this and I can tell!
Great job!
27. You were a GREAT helper when it was time to clean up
28. That's clever
29. That's a good way to look at it
30. You figured it out
31. Thank you for helping
32. SUPER!
33. You have a good point
34. You make this look easy
35. I like the way you think of others
36. You make my day a little brighter
37. Will you help me again? You did a great job!
38. Happiness is having students like you in this class
39. Thank you for being patient and waiting your turn
40. You have a great attitude and it makes me smile!

Section 3

Communication and Teamwork

THE TEACHER/PARAEDUCATOR RELATIONSHIP

- Mutual respect and support between the teacher and Paraeducator must be evident at all times in front of students. A difference of opinion should be discussed after the students leave.
- There should be consistency between the teacher and Paraeducator in the handling of rules and rewards in the classroom.
- While the teacher is always ultimately responsible, a division of responsibility may be worked out whereby certain times or activities may be the immediate responsibility of the Paraeducator.

PROFESSIONAL ATTITUDE WITH FACULTY AND PARENTS

The success of the paraeducator is often tied to others' perception of attitude which is often developed from verbal and nonverbal cues. A positive attitude can be conveyed in many ways. For example, smiling and being friendly towards others can make a difference as well as looking for ways to assist others. When working with students, having a sense of humor, praising their positive efforts and using positive statements show students that you care about them and that you enjoy what you are doing.

- The Paraeducator is considered a member of the faculty of the school where he/she is assigned and is expected to take part in any duties or responsibilities expected of other staff, where appropriate.
- The Paraeducator should at no times discuss home or background information of any students with other members of the school faculty or other parents.
- The Paraeducator should direct all inquiries made of them by parents to the classroom teacher. At a teacher's direction, the Paraeducator may assist in the home-school communication program (i.e. daily written notes or checklists)
- Paraeducators may be invited to sit in on parent-teacher conferences as well as staffing where appropriate and possible. Your special education and/or classroom teacher will notify you as to whether or not it would be beneficial for you to attend.

CLASSROOM RESPONSIBILITIES

- The supervising special education teacher and Paraeducator should establish within the first week of school specific activities, routines, data collection, record keeping, etc.... for which the Paraeducator will be responsible.
- The Paraeducator may be expected to supervise individual activities or to maintain group focus while the classroom teacher works with a small group of students or an individual student
- The Paraeducator can contribute to the curriculum with the use of their specific interests or talents. These might be in the areas of music, arts, crafts, cooking, sewing, photography, history, etc.
- The teacher and Paraeducator should work together in rewarding appropriate behavior and in enforcing classroom rules
- USD 320 Lines of Communication for Special Education: The chain of command for concerns should follow this sequence: Supervising Special Education Teacher – School Administrator – Director of Special Education - Superintendent - BOE

SUPERVISING SPECIAL EDUCATION TEACHERS COLLABORATE WITH PARAEDUCATORS BY

- Try to gain an understanding of the basic professional competencies for Paraeducators
- Review Council for Exceptional Children's professional standards for Paraeducators
- Understand what duties Paraeducators can legally perform in schools
- Clearly understand your supervisory responsibilities for Paraeducators
- Review background information about applicants
- Participate in the interview process and decisions in selecting Paraeducators

- Look for a goodness of fit between Paraeducators and classrooms
- Provide the Paraeducators with a clear and objective job description and a thorough orientation to the job, classroom, school and district
- Discuss and understand each other's work style and strengths
- Discuss and create a shared vision for working with other professionals and students
- Review working with parents and concept of confidentiality
- Communicate in a professional, supportive manner, using clear/objective language
- Delegate clearly defined duties and tasks
- Delegate only those tasks that all allowed by policy
- Do provide Paraeducators with regular opportunities to attempt new and more demanding tasks, building previously acquired competencies and skills
- Take the time to help Paraeducators develop a plan for professional development
- Encourage participation in training opportunities
- Collaboratively develop a plan for observation of skills and duties
- Establish regular times to review observations and help Paraeducators self-analyze and reflect on performance
- For the Paraeducators benefit, as well as your own, document all training and supervision
- Always role model behaviors, attitudes, and ethics
- Openly support them in front of the students, parents and other staff members
- If you are able to complete most or all of the previously described steps you will gain insight into potential areas of disagreement or conflict; try to address conflict before it occurs or the need to address it before it arises
- Manage conflicts in a proactive and professional manner, depersonalize conflicts as much as possible and utilize an objective third party when necessary

PARA EXPECTATIONS

In order to meet the needs of our students, we will all need to work cooperatively. These are the para expectations/guidelines set forth by the supervising teacher, para facilitator and Director of Special Education. ***Unwillingness to perform outlined duties will result in termination.***

Duty Day:

Your work day is from _____ to _____.

You will receive 30 minutes unpaid and duty free lunch. (If different, give explanation here)

If you work past your designated work day hours, you will be required to provide written confirmation of time and duties performed from your supervising teacher.

Absences:

Call your assigned teacher at _____ between ____ and ____ if you will be absent from school. Complete leave request prior to absence if possible. If your leave has not been recorded prior to your absence, do so immediately upon your return to school. You must use Skyward to submit your leave time. You **MUST** record all time off in Skyward – with or without pay! If you have time acquired, you must use it before taking time off without pay.

Attendance Standards:

Punctuality and regular attendance are essential to the proper operation of USD 320 Special Services Cooperative. Excessive employee absence or tardiness creates undesirable performance factors for all employees. Those found to be in violation of USD 320 Special Services Cooperative's standards may be subject to disciplinary action, up to and including termination.

1. If you will be arriving late, leaving early, or not reporting to work for any reason (unless an unexpected medical or other emergency makes it impossible to do so), you must inform the supervising teacher as soon as possible, but no later than one (1) hour prior to the scheduled start of your workday. Failure to call in properly will be considered an unreported absence, and may result in disciplinary action.
2. For absences of three (3) or more consecutive scheduled workdays, you will be required to provide a written doctor's statement to your supervisor. However, your supervisor may request written documentation for any absence of any length. If a paraeducator is absent from work for three (3) or more consecutive scheduled workdays without properly contacting the supervisor, it will be assumed that he/she has voluntarily resigned his/her employment.
3. Additionally, five (5) or more absences or tardies during any quarter without a medical reason or emergency situation may also lead to disciplinary action.
4. Unless you are on an authorized leave of absence, you must maintain contact with your supervisor throughout any absence extending beyond one (1) day, notifying him/her daily whether and when you will be returning to work.
5. Any paraeducator exceeding five (5) absences will be required to meet with the supervisor. The meeting content, addressing specific expectations for attendance from that point forward, will be documented in a letter and signed by the supervisor and the paraeducator. Copies will be distributed to the paraeducator, building administrator and Special Services administrator. A copy of the letter will also be placed in the paraeducator's file in the Special Services office (see example form letter). If the expectations of attendance detailed in the letter are not met by the paraeducator, the supervisor will notify the Special Services administrator and the para facilitator. The para facilitator will contact the para and Human Resources to initiate termination action.

Positive Work Habits:

- Maintain a positive attitude and be flexible in assignments and schedules – we are all here to do what's best for kids
- Have good work attendance
- Follow the dress code in your building and be a good role model for students
- Utilize time appropriately
- Communicate positively, objectively and professionally
- Demonstrate respect to students, teachers, parents and others
- Demonstrate appropriate boundaries with students and families, observing confidentiality policy
- Understand and follow the chain of command
- Represent the school/district in a positive manner when working with students out in the community

Job Responsibilities and Expectations:

- Confidentiality must be maintained at all times
- Implement IEP and Behavior Intervention Plan as directed
- Report child abuse to supervisor per policy guidelines
- Show initiative

THINGS TO FIND OUT

	Item	Comments/Notes
1.	Duties and Responsibilities	
a.	What are my regular and special duties?	
b.	What records am I responsible for keeping?	
c.	What lunchtime activities will I be responsible for?	
d.	If I am responsible for working with more than one teacher, how is my time divided?	
2.	Scheduling and Daily Activities	
a.	What schedule should I follow?	
b.	Where are supplies kept and how are they obtained?	
c.	What are the playground regulations?	
d.	What should I do if I find myself with some spare time?	
e.	What equipment is available and how is it used?	
f.	What is expected of me in terms of student discipline?	
3.	Communication and Relationships	
a.	What is the line of communication and authority I should follow?	
b.	To whom should I direct questions concerning school policies?	
c.	With whom should I discuss a problem concerning relationships?	
d.	What should be my response when a parent raises a question on his/her child's functioning in the classroom?	
e.	How does the teacher view the teacher / para relationship?	

FOSTERING STRONG WORK RELATIONSHIPS

1. Communicate with your special education teacher daily
2. Ask your teacher's feedback on your performance
3. Communicate concerns as they arise and ask questions as needed
4. Follow instructions exactly as given
5. All final decisions are up to your teacher
6. Maintain confidentiality with all school related information
7. Let teachers know your interests, hobbies, background and experience. You may be able to contribute to special class projects and special interest centers.
8. Learn classroom procedures, i.e. restroom, recess, lunch, drinks, fire drills
9. Share responsibilities and take initiative when there is a need
10. Be patient with yourself and others. Teaching and learning is hard work.
11. Become familiar with the needs of the students served in the classroom
12. Become familiar with the academic approach of the teacher
13. Become familiar with the various types of equipment and materials used in the classroom

CREATING A POSITIVE ENVIRONMENT

- Mutual trust and respect between teacher and student
- Clear definition of rules, responsibilities and rules
- A climate where the students feel they belong to the group
- A climate where it is safe for students to express feelings
- A climate where students receive recognition, acceptance, and appreciation
- A climate where individual differences and cultural differences are respected
- A climate where students establish helpful interpersonal relationships
- A climate that expresses support and caring for one another
- A climate where students are involved

CODE OF ETHICS FOR PARAEDUCATORS

1. The Paraeducator should discuss the student's needs only with the special education teacher and those directly involved with the student's educational program
2. The Paraeducator should refrain from: (a) airing school problems and confidential matters, including personalities, outside of school circles; (b) discussing administrative, inter-departmental and inter-school problems in the presence of students; and (c) gossiping about problems with those who cannot assist in the solution
3. The Paraeducator should be consistent in managing the behavior of the students
4. The Paraeducator should refrain from expressing differences of opinion or dissatisfaction with the supervising teacher in the presence of students
5. The Paraeducator should never show that he/she is angry at himself/herself or others in the presence of students
6. The Paraeducator should not threaten students
7. The Paraeducator will not subject students to sexual harassment or racial harassment. Paraeducators will not have any interaction of a sexual nature with any student at any time regardless of the student's age or status or consent.
8. The Paraeducator should never program and prescribe educational activities and materials for students
9. The Paraeducator should never evaluate students from psychological or diagnostic instruments
10. The Paraeducator should never be responsible for preparing lesson plans and initiating original concept instruction
11. The Paraeducator should never initiate parent contact

12. The Paraeducator should share concerns in a confidential and professional manner
13. The Paraeducator should never be directly responsible for the discipline of students

Remember that you are a member of a most important profession. What you do in the classroom will have an impact on the lives of your students. A student may learn to read because of your efforts. A student may begin to see him/herself as a capable, independent learner because of your efforts on his/her behalf. Your individual help may give a student new confidence in dealing with future problems. Others may learn greater tolerance and respect for those with different abilities or from other racial or economic groups because of your actions.

CONFIDENTIALITY

Respecting confidentiality means respecting privacy. As a Paraeducator, you will hear, read and observe information about students that is considered confidential. In short, you will learn a great deal about the students you work with, as well as 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 by special education. The laws say that only educators directly involved in delivering services to a student may have access to records and information about him/her. Persons not directly involved in delivering services to a student do not have a right to the information. Count yourself among those “directly involved” educators. You have the need to know information about the students which will aid you in offering appropriate support. Please note you are allowed access to information only for the students with whom you are directly involved.

Having access to records and test results, being part of discussion and planning for a student, and observing and closely working with the student are ways to find out more about the needs of the student. All of these formal strategies for learning more about students, their abilities, and their needs are carefully monitored and documented. You also need to be mindful of more informal ways of finding out about students, such as asking questions and listening to conversations about the students. These methods, while useful in gathering more information, are also less strictly monitored. Always remember that you are a professional, and professionals honor confidentiality. After all, it's not only unprofessional to do otherwise, but also illegal. Breaches of confidentiality are not always intentional. Eagerness to celebrate a student's accomplishment or progress for example, may appear harmless, but you may give more information about a child's area of exceptionality, needs, or educational plan than should be shared.

Here are a few tips to help keep confidentiality from becoming a concern:

- Be careful with whom you share information. Is that person directly involved with the student's education?
- Don't point out or label students in public, outside of school, as “your” students.
- Avoid using names if you are asked about your job.
- Suggest that questions about a student are best directed to the general classroom teacher or the special education teacher
- Be careful not to distort, exaggerate, or confuse information
- Never use information about a student as gossip or as a joke
- Focus comments on student strengths and be positive
- No matter who asks you a question about a student, don't answer if you are unsure. Be direct and honest: “I can't say”

Section 4

Inservice Information

INSERVICE PROGRAM STANDARDS

Paraeducators are required by law to obtain inservice training annually. The State Department of Education determines which training hours may be counted toward the required minimum. The Director of Special Education will be responsible for scheduling the appropriate training for paraeducators. The inservice hours must be logged on the Paraeducator Inservice Log. The supervising teacher(s) must sign for all approved hours that he/she has knowledge of. All individual hours will be reported to the Director of Special Education's office prior to the last official day of employment or earlier at the request of the Director. Continuation of employment requires that the minimum training hours be attained. A copy of acceptable hours and the authorized form used to document hours will be reviewed at the beginning of each school year. Every paraeducator is required to show evidence of required inservice hours.

Paraeducators must participate in staff development, regardless of the number of hours/day or days/week worked. Each inservice program must include the following:

- An orientation session (e.g. confidentiality of student records, important school policies, etc.) at the time a paraeducator is employed and an annual orientation thereafter to ensure compliance with confidentiality and other requirements; and
- Staff development activities specifically related to the area and type of program in which the special education paraeducator is employed

20 Inservice Hours Required

Paraeducators who have worked as a Kansas special education paraeducator less than 3 years (**within the past 3 years**) are to complete 20 hours of inservice if employed for 9 months during the school year. Staff development hours must be reported to KSDE through the Personnel Web System as currently reported.

10 Inservice Hours Required

Paraeducators who have worked as a Kansas special education paraeducator for more than 3 years (**including the past 3 years**) as validated through archived special education personnel data, must complete 10 hours of inservice if employed 9 months during the school year. Staff development hours must be reported to KSDE through the Personnel Web System as currently reported.

5 Inservice Hours Required

Paraeducators who hold a current Kansas license/certificate in the following areas: teaching, SLP, OT, PT, SW, OTA, PTA, LPN, LBSW, or LaBA if the para is working in an area directly related to the license they hold.

College Hours

College hours may be substituted for special education inservice hours. Each college hour will be counted as 20 inservice hours, applied to the school year in which the coursework was obtained. College hours should be reported as college hours, because the conversion to inservice hours is automatically calculated within the program for the Personnel Report. Submit a copy of your transcript as evidence of course completion.

Required Paraeducator Inservice Hours

It is essential that Paraeducators receive the minimum number of inservice hours required for the month in which they become employed (e.g., if you become employed in the month of November, you will be required to complete 14 hours of inservice) These will apply to NEW Paraeducators only.

<u>Month Employed</u>	<u>Number of Hours Required</u>
August	20
September	18
October	16
November	14
December	12
January	10
February	8
March	6
April	4
May	2

Paraeducators who have worked as a Kansas special education paraeducator for more than three consecutive years (within the past 3 years) are required by the state to complete 10 inservice hours for the year. An experienced paraeducator who works a partial year will be required to complete the following number of hours:

<u>Length of Employment</u>	<u>Number of Hours Required</u>
9 months	10
8 months	9
7 months	8
6 months	7
5 months	6
4 months	5
3 months	4
2 months	3
1 month	2

- If you were not an employee of the district at the time of the back to school paraeducator inservice, it is essential that you receive the specified number of hours based on the month you became employed.
- You may earn inservice hours for attending building level inservice sessions, reading articles and/or books related to your job, viewing videos related to your roles and responsibilities, etc. There are a variety of resources available through the Special Services Department office.
- Paraeducators should have completed at least half of their required hours by the end of first semester.
- **Completed and signed inservice logs are due to the Special Services Cooperative office as soon as the required number of inservice hours have been completed, immediately upon resignation/ termination or the last day of March. The supervising special education teacher and paraeducator should sign the form and send the *original* to the Special Services Cooperative office as soon as possible. The log will not be accepted until it is signed by the paraeducator and supervising teacher.**

INSERVICE ACTIVITIES AND EQUIVALENT HOURS

Activity	Equivalent hour(s) for inservice
Review the Paraeducator Handbook	30 minutes
Review the Classified Staff Handbook	30 minutes
Bloodborne Pathogens	30 minutes
Mandated Reporting	45 minutes
FERPA/HIPAA/Confidentiality	30 minutes
Bullying Awareness & Prevention	45 minutes
Emergency Safety Interventions	30 minutes
Suicide Awareness & Prevention	1 hour & 15 minutes
Education for the Homeless	30 minutes
Sexual Harassment	30 minutes
Para Self-Evaluation	1 hour
Attend pre-approved building level inservice sessions: activities must be specifically related to the area and type of program in which you are employed. (Must be pre-approved by the Principal and Cooperative.)	Inservice hours earned are equivalent to the number of hours spent in session.
Attend pre-approved district level inservice sessions: activities must be specifically related to the area and type of program in which you are employed. (Must be pre-approved by the Principal and Cooperative.)	Inservice hours earned are equivalent to the number of hours spent in session.
Infinitec videos (www.myinfinitec.org)	Inservice hours earned are equivalent to Infinitec learning credits.
Complete Nonviolent Crisis Intervention training	Initial training 6-8 hours, refresher training 4 hours. Must be on your school's NCI team and/or pre-approved.
Complete pre-approved college classes	Each college hour will be counted as 20 inservice hours and applied to the school year in which the course- work was obtained.
Read pre-approved article: *Must be relevant to your specific classroom and/or students with whom you work.	½ hour
Read pre-approved book: *Must be relevant to your specific classroom and/or students with whom you work.	1 hour / 200 page book. Additional ½ hour for written summary.
Watch pre-approved training video/DVD: *Must be relevant to your specific classroom and/or students with whom you work.	Up to 2 hours

Special Services Cooperative 2024-2025 Paraeducator Inservice Log

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Name & Tier:	Hrs Required:	
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Supervisor & School:	Hrs Completed:	
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Inservice hours are required by the Kansas State Department of Education to hold a para position and by the Special Services Cooperative. Paras must complete inservice requirements regardless of the number of hours worked per day/days per week.

****Completed logs are due when all hours are completed, IMMEDIATELY upon resignation/termination, or at the end of March.**

Tier 1 - 20 Hours	Paras who have worked as a Kansas special education paraeducator less than 3 years (within the past 3 years). 9 month school year = 1 year
Tier 2 - 10 Hours	Paras who have worked as a Kansas special education paraeducator more than 3 years (including each of the past 3 years). 9 month school year = 1 year
Tier 3 - 5 Hours	Paras with a current KS license/certificate: teaching, SLP, OT, PT, SW, OTA, PTA, LPN, LBSW or LaBA if the para is working in an area directly related to the license they hold.

Required For	Title of Inservice Activity & Required Documentation	Date	Hours
ALL Paras Employed in Aug.	CoOp Para Back to School Meeting (sign-in sheet)		3 hrs
ALL Paras	Paraeducator Handbook Review		30 min
ALL Paras	Classified Handbook Review		30 min
ALL Paras	Bloodborne Pathogens, Standard Precautions & Exposure Incidents		30 min
ALL Paras	Bullying		45 min
ALL Paras	Emergency Safety Interventions (ESI)		30 min
ALL Paras	Erin's Law, Faith's Law & Child Sexual Abuse (Mandated Reporting)		45 min
ALL Paras	Harassment Prevention		30 min
ALL Paras	Suicide Prevention Among Teens		1 hr 15 min
ALL Paras	FERPA - Understanding Student Confidentiality		30 min
ALL Paras	Worn Out Welcome Mat (McKinney-Vento/Homelessness)		30 min
All Paras	Para Self-Evaluation		1 hr
NEW Paras	Orientation Meeting with Para Facilitator		
NEW Paras	"The Paraprofessional & Student Success: Four Corners to Super Para Status" (Infinitec)		
NEW Paras	"Supporting Positive Behavior: Tips for Support Staff Working with Students with Special Needs" (Infinitec)		
		Pg. 1 Total	

Title of Inservice Activity, Title & Author (if book, article, video or DVD), or Title of College Class				Date	Hours

Pg. 2 Total

Resources:

Infinitec: online professional development at www.myinfinitec.org. Inservice hours are equivalent to Infinitec learning credits. Certificates must be submitted to receive credit.

Nonviolent Crisis Intervention training: must be on your school's NCI team or approved by your teacher and principal.

Pre-approved Books/Articles/Videos/DVDs: must be relevant to your specific classroom and/or students with whom you work. 1 hour for 200 page book/30 min for each article/30 min for written summary.

College Credits: college hours in subjects related to the special education service provided may be substituted for inservice hours. Each college credit hour earned will be counted as 20 staff development hours in the school year the credit was earned. A copy of the transcript must be submitted to receive credit.

Inservice logs are due to the Coop when all hours are completed, IMMEDIATELY upon resignation/termination, or at the end of <u>March</u> .	Total Hours Completed:
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Paraeducator's Signature & Date:

Supervising Teacher's/Provider's Signature & Date:

Section 5

Evaluation Procedures

EVALUATION PROCEDURES

Paraeducators will be formally evaluated once per school year. Exceptions to this include, recommendations by the State Department of Education to conduct evaluations more frequently, or the performance of the paraeducator is not meeting the anticipated expectations. If performance standards are not being met, the supervising teacher may conduct an evaluation more frequently.

As part of the evaluation process, paraeducators will conduct a self-evaluation which will serve as a point of discussion between the paraeducator and the supervising teacher.

Evaluations are to be used as a tool for professional growth. New paraeducators and paraeducators that are new to the school building will be evaluated by their supervising special education teacher twice a year. The first evaluation must be completed prior to October 31 and the second prior to March 31. Returning paraeducators will be evaluated by their supervising special education teacher at least once each year prior to March 31. When complete, the teacher will discuss the evaluation with the paraeducator and make suggestions for improvement. The evaluation will be signed by the paraeducator, evaluating supervisor and building administrator. Paraeducators will have an opportunity to respond to any and all areas addressed on the evaluation form. The evaluation form will then be sent to the para facilitator at the Special Services Cooperative.

Because paraeducators may be assigned to more than one special education classroom, general education classroom, or building, the supervising teacher responsible for the evaluation will seek input from other certified personnel who have knowledge of the paraeducators work. If more than one special education teacher supervises a paraeducator, those teachers will collaborate on the evaluation. The primary supervising teacher will file the official evaluation with the Director of Special Education's office.

If a plan of improvement is required, a conference will be held to review the contents of the plan, including the goals to be achieved, the methods that will be used to achieve those goals, the supervisory plan of support, and the timelines in which the goal(s) will be reviewed. The meeting to discuss the plan of improvement may include one or all supervising special education teachers, the building principal and the Director of Special Education. The building principal will make the final determination of those in attendance.

Wamego Special Services Paraeducator Evaluation

Due Date: _____

Paraeducator: _____

Supervising Teacher: _____

General Education Teachers: _____

** As part of the evaluation process, paraeducators will conduct a self-evaluation which will serve as a point of discussion between the paraeducator and the supervising teacher. The self-evaluation is a copy of this document and should be attached.*

Domain 1: Planning and Preparation

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
1a. Demonstrating knowledge of content	Displays little understanding of the subject or basic skill areas taught.	Knowledge of content area represents basic understanding, makes little connection with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Knowledge of the content is extensive, showing evidence of continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.
1b. Demonstrating knowledge of students	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates knowledge of students' background, skills, and interests, and attempts to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with individual students.
1c. Planning and preparing for coherent instruction w/ supervision by a licensed educator	Shows little or no evidence of following directions or planning or preparing the structured lessons as assigned. Unwilling and/or unable to collaborate or show initiative.	Follows directions in implementing planned or prepared structured lessons as assigned. The para engages students in meaningful learning.	Can independently follow directions in planned or prepared lessons as assigned. Collaborates with licensed educators to share ideas and strategies to aid in meaningful learning for students.	Collaborates with the licensed educator by contributing ideas, showing initiative in planning or preparing lessons. Is able to plan and prepare for differentiated instructional strategies for individual students.

Teacher Feedback: _____

Domain 2: Supports the Classroom Environment

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
2a. Creates an environment of trust and respect	Interactions between the employee and students are negative, inappropriate and/or characterized by sarcasm, put-downs, or conflict.	Interactions are appropriate and free from conflict.	Interactions reflect general warmth and caring, and respectful of the cultural and developmental differences among the students.	Interactions are highly respectful, and reflect genuine warmth and caring, and respectful of the cultural and developmental differences among the students.
2b. Ability to use strategies to promote student independence	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator, can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting student independence.
2c. Ability to effectively employ a variety of strategies that reinforce positive behavior	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior. Knows and understands what positive behavioral supports are.	Demonstrates a variety of strategies that reinforce positive behavior using a student's behavior plan. Implements positive behavioral supports. Appropriately collects objective, accurate information on student behavior.
2d. Responsible for assisting with the health, safety and welfare of students and the classroom environment	Limited awareness of health/ safety factors that affect student health and school safety.	Identifies factors that affect student health and school safety.	Examines and implements ways to improve the learning environment.	Proactive about problem solving factors and ways to improve the learning environment.

Teacher Feedback: _____

Domain 3: Delivery of Services/Accommodations

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
3a. Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community	Written or oral communications are absent, poorly organized, vague, or incomplete; causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with students, staff and families.	Written and oral communications are generally clear, concise, and well organized. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with students, staff and families.	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Accomplished in the presentation/understanding of written documents. Mentors team members on effective communication and conflict resolution strategies.
3b. Engaging students in learning	Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities.	Has knowledge of the process of adapting materials according to student needs. Follows oral and written directions.	Understands and demonstrates the adaptation process when looking at students. Provides appropriate accommodations. Seeks out clarification and/or directions when needed.	Can successfully collaborate with educational team in meeting student needs by appropriately using accommodations.

Teacher Feedback: _____

Domain 4: Professional Responsibilities and Development

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
4a. Reflective on Practice	Shows little or no evidence of thinking about the programs, practices or students.	Shows evidence of thinking about supporting students. Contributes little insight and suggestions on supporting students.	Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program could be improved.	Reflections on practices and programs are a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.
4b. Relationships with colleagues	Employee's relationships with colleagues are negative or self-serving.	Employee maintains cordial relationships with colleagues to fulfill the duties that the school district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Staff member takes initiative in assuming leadership among colleagues.
4c. Participating in professional learning opportunities	Avoids professional learning opportunities; has not participated in learning opportunities during this year.	Participates in professional learning opportunities. Shows evidence of applying new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcomes of his/her learning opportunities, and assumes a leadership role to help others.
4d. Showing integrity, professionalism and confidentiality	Has trouble maintaining confidentiality; or has made errors in judgment about how to show professional integrity.	Acts with professional integrity; knows, understands and maintains confidentiality.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communications, follows district chain-of-command.	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.
4e. Displaying a positive work ethic	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.	Can be relied on daily to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, or prepared to start work in an appropriate manner. Works well under pressure.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.

Teacher Feedback: _____

TEACHER COMMENTS: _____

PARAEDUCATOR COMMENTS: _____

BUILDING ADMINISTRATOR COMMENTS: _____

TEACHER SIGNATURE: _____ DATE: _____

PARAEDUCATOR SIGNATURE: _____ DATE: _____

BLDG ADMINISTRATOR SIGNATURE: _____ DATE: _____

EMPLOYEE PLAN OF IMPROVEMENT REPORT

Name: _____ Position: _____ Date: _____

The employee is being corrected for the following reason(s):

Unreported/Excessive Absence	Failure to follow specific directions	Reporting under the influence or use of alcohol and / or drugs at work
Not clocking in / out as required	Tardiness	Breach of confidentiality
Improper conduct with student(s) / staff	Showing disrespect to supervising teacher/building staff or student(s)	Not utilizing time as assigned by supervising teacher
Inappropriate attire	Lack of motivation / initiative / follow through	Dishonesty / violation of acceptable use policy
Other – specify	Cell phone use in the classroom	Not focusing on student needs in the classroom

Date and time of occurrence that lead to plan of improvement: _____

Has the employee been counseled before for the same offense? Yes No If yes, give date(s): _____

Specifics of the incident which led to a plan of improvement: _____

Plan of improvement action to be taken at this time: _____

Follow up date on plan of improvement: _____

Corrective action to be taken upon further violation of policy: _____

Follow up results: continued employment w/improvement plan resignation/termination Date: _____

I have reviewed this form with the employee and he/she understands this form will become part of his/her personnel file.

Signature of Supervisor _____

Date: _____

Signature of Administrator _____

Date: _____

I have read and understand this plan of improvement and understand what will result from further violations of district policy of poor job performance.

Signature of Employee _____

Date: _____

Section 6

Attendance Standards

PARAEDUCATOR ATTENDANCE STANDARDS

Punctuality and regular attendance are essential to the proper operation of USD 320 Special Services Cooperative. Your supervising teacher and the students you work with count on you being at work and on time every day. Attendance will be noted on your evaluation and taken into consideration for employment.

Excessive employee absence or tardiness creates undesirable performance factors for all employees. Those found to be in violation of USD 320 Special Services Cooperative's standards may be subject to disciplinary action, up to and including termination.

1. If you will be arriving late, leaving early, or not reporting to work for any reason (unless an unexpected medical or other emergency makes it impossible to do so), you must inform the supervising teacher as soon as possible, but no later than one (1) hour prior to the scheduled start of your workday. Failure to call in properly will be considered an unreported absence, and may result in disciplinary action.
2. For absences of three (3) or more consecutive scheduled workdays, you will be required to provide a written doctor's statement to your supervisor. However, your supervisor may request written documentation for any absence of any length. For absences of three (3) or more consecutive scheduled workdays without properly contacting the supervisor, it will be assumed that the para has voluntarily resigned. Human Resources will then contact the para to request a letter of resignation.
3. Five (5) or more absences or tardies during any quarter may lead to disciplinary action.
4. Unless on authorized leave of absence, you must maintain contact with your supervisor throughout any absence extending beyond one (1) day, notifying your supervisor daily whether and when you will be returning to work.
5. Any para exceeding five (5) absences will be required to meet with their supervisor. The meeting content, addressing specific expectations for attendance from that point forward, will be documented in a letter and signed by the supervisor and para. Copies will be distributed to the para, building administrator and Special Services administrator. A copy of the letter will also be placed in the para's file in the Special Services office. If the expectations of attendance detailed in the letter are not met by the para, the supervisor will notify the Special Services administrator and the para facilitator. The para facilitator will contact Human Resources to initiate termination action.

**Special Services Cooperative
of Wamego**

USD # 323 Rock Creek

USD #320 Wamego
1010 8th St. Wamego, Kansas
Phone 785-456-9195 Fax 785-456-1591

USD #329 Wabaunsee

Date:

To: (Paraeducator name), Paraeducator

From: (Supervising Teacher Name), Supervisor

Regarding: Conference of (date) to review attendance

(Paraeducator Name),

This letter is to affirm our discussion on (date) regarding Paraeducator Attendance Standards. We met today to discuss (insert details of the district's attendance standards – and then detail how the Paraeducator's current behavior of actual absences or not following the reporting policy, is not meeting those standards).

It is the understanding of both the supervisor and the Paraeducator from this point on, the following attendance standards will be met:

1. List as needed
2. List as needed
3. List as needed

It is further understood that if these expectations are not met, the supervisor will notify the appropriate Special Services Department administrator, the building principal and the para facilitator who will contact the Human Resources Department to initiate termination of employment.

Thank you,

Signature (Paraeducator name typed here)

Date

Signature (Supervisor name typed here)

Date

Cc: Special Services Director