



Special Education Paraprofessional Handbook

Revised Summer 2019

Welcome to ISD 318!

It is a pleasure to have you with us! As a special education paraprofessional, you have a critical role in providing the necessary supports within the school setting to assist students in meeting their educational goals. You are an integral team member by being an advocate for special education students and playing a critical role in bridging the gap for students as they work toward independence. We are excited you have joined our team and are ready to contribute your talents and skills to help our students grow. The following information is a guide to assist you in answering questions that may arise.

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District Procedures

The information below is meant to serve as an overview of procedures in the district as a reference guide. It does not replace language governed by your contract between Independent School District #318 and Education Minnesota - ISD 318, Paraprofessional and School Related Personnel Unit. Please refer to your contract for specific information.

Absences:

ISD 318 staff access our automated substitute calling system referred to as Frontline. You will be given a username and password to report your absences. Pre-approval must be given by Special Services for personal leave requests. Please follow the instructions to ensure your position will be covered while you are absent. Pay particular attention to the process for last minute emergency absences.

School Calendar:

The paraprofessional calendar will follow the ISD 318 Student Calendar – your days of work will be the days that students attend school. Changes may be made to your calendar based on need, which will be coordinated by the building administrators and Special Services. Refer to your contract under work year/day for more information.

Hours of Work:

Hours of work depend on an individual's assignment and the number of hours for which you have specifically been hired. Your duty hours will be set by your supervising teacher and/or building administrator.

Pay Periods:

ISD 318 pay periods are the 15th and 30th of every month. Questions regarding pay periods and pay checks can be directed to Payroll at 327-5710.

Supervisors:

The special education teacher/case manager that you work with is your supervising teacher. This teacher will be a primary source of information for you and will be responsible for completing your performance evaluation. If issues arise that require administration, please see your building Principal or the Director of Special Services.

Trainings:

Training opportunities will be made available during workshop days at the end of the first, second, and third quarter.

Building Specific Information

Questions to ask...

1. Where do I park?
2. Where do I put my coat, purse, lunch, etc?
3. Do I have a mail-box? How do I know what's going on?
4. Where is the copy machine? Do I make my own copies or does someone do it for me?
5. Where are supplies kept?
6. What is the lunch procedure? When do the kids go to lunch? When do I go to lunch?
7. When do I take breaks?
8. How do I acquire a substitute? Do I find one or does someone find one for me?
9. What is the school discipline policy? Where can I get a copy?
10. What are the district's regulations regarding emergency provisions (fire drills, lock downs, tornado drills, etc.), reporting suspected child abuse concerns, etc.
11. Where can I get a list of staff members in the building?
12. Who am I responsible to? What is my channel of communication?
13. Do I need to make a substitute folder?
14. If joining a general education class, where do I sit? Should I be in the back or right next my student?
15. What student records are available to me?
16. What should be my response when a parent raises a question regarding a child I am working with?

Section Two

Roles

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Responsibilities

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Definition of Paraprofessional and Special Education

MN3525.0200 Definition
Special Education

Subp.10a. Paraprofessional, “Paraprofessional” means a district employee who is primarily engaged in direct instruction with one or more pupils for instructional activities, physical or behavior management, or other purposes under the direction of a regular education or special education teacher or related services provider.

Legislation MS125A.08 (b)

(b) For paraprofessionals employed to work in programs for students with disabilities, the school board in each district shall ensure that –

1. Before or immediately upon employment, each paraprofessional develops sufficient knowledge and skills in emergency procedures, building orientation, roles and responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin meeting the needs of the students with whom the paraprofessional works.
2. Annual training opportunities are available to enable the paraprofessional to continue to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, following lesson plans and implementing follow-up instructional procedures and activities.
3. A district-wide process obligates each paraprofessional to work under the ongoing direction of a licensed teacher and where appropriate and possible, the supervision of a school nurse.

Free Appropriate Public Education (FAPE) and Principles of the Individuals with Disabilities Education Act (IDEA)

FAPE is Free and Appropriate Public Education; the education of each child with a disability must be “provided at public expense and without charge” to the child or the child’s parents. All specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to non-disabled students or their parents as a part of the regular education program. What is an appropriate education differs for each child with a disability. The IDEA specifies in some detail how the school and parents are to plan the education that each child receives so that it is appropriate. Evaluations are conducted to identify the child’s individual needs so that the school and parents can design an education that responds to these needs. Together school personnel and parents specify what this education will be and write the Individualized Education Program (IEP). The IEP must be reviewed and as appropriate, revised each year, to ensure that the education being delivered remains appropriate to the child’s needs. Public generally refers to our public school systems. Children with disabilities have the right to attend public school just as other children do regardless of the nature or severity of their disabilities. Education is what the law is all about. IDEA is an education act. It guarantees that a free appropriate public education is available to eligible children with disabilities and that this free appropriate public education consists of special education and related services provided in conformity with an IEP.

Paraprofessional Training Needs and Skills Requirements

The State of Minnesota and ISD 318 have identified basic training requirements that school districts must develop annually. Schools must have highly qualified paraprofessionals in place with training in the following areas:

- Building Rules, Emergency procedures, Orientation
- Confidentiality In Special Education
- Team Member Roles and Responsibilities
- Providing follow-up to teacher instruction and instructional support in General Education
- Vulnerability and mandated reporting
- Third Party Billing
- Basic First Aid
- OSHA Universal Precautions
- Positive Behavior Interventions

Building Rules, Emergency Procedures, Orientation

Specific building rules, information, and emergency procedures will be provided by the supervising staff and building administrator. Please ask for specific information if you have questions.

Confidentiality in Special Education

Confidentiality and Its Application

Confidentiality is the most critical and important aspect of the paraprofessional's job. It is a legal responsibility to observe both the rights of students with disabilities and parents in regard to data privacy. Like teachers and administrators, paraprofessionals have access to personal information about children and their families including these examples:

- The results of formal and informal tests;
- Behavior in classrooms and other education settings;
- Academic progress;
- Family circumstances and family relationships;

Both the children and the family have the absolute right to expect that all information will be kept confidential, and made available only to personnel in school or another agency who require it to ensure that the rights, health, safety, and physical well being of the children are safeguarded. Confidentiality must be maintained and protected, and the rights of students to due process, dignity, privacy, and respect must be promoted.

Always ask yourself

- What information would you want discussed with others regarding your child?
- What would you like said about yourself as a parent?
- What would you like said about your family, your values, your lifestyle?

Confidentiality Pointers

- Avoid using names if you are asked about your job.
- Suggest that questions about a student are best directed to the building principal
- Do **NOT** share other students names or information regarding their programs with parents during IEP meetings, conferences or informal conversations.
- Information regarding specific students and programs should not be shared in the lunchroom, staff room, office areas, out in the community or any other setting.
- When conferencing or writing information regarding a student or family that contains confidential information, be aware of those around you who may be within hearing distance. Look for a more private place within the school building.
- No matter who asks you a question about a student, if you are unsure whether you should answer, **DON'T**. You can do this gently and politely. Remember only staff that has a need to know should be given information about a student.
- For consistency of program as well as confidentiality, paraprofessionals must support teacher techniques, materials and methods, especially in the presence of students, parents and other staff. Questions should be directed to the specific teacher privately.

Team Member Roles and Responsibilities

Description of paraprofessional role:

The role of the paraprofessional in special education is to directly or indirectly assist and support in the provision of services to students with disabilities in order to help them access the general education curriculum in as independent a manner as possible. The role and assignments of a paraprofessional are not defined by a particular student, setting or program but rather by students' needs as determined by the IEP.

Description of paraprofessional responsibilities:

The responsibilities of the paraprofessional may vary based upon specific assignment. Duties may also change at anytime based upon administration or teacher examination or reexamination of student or program need. What follows is a non-inclusive list of responsibilities which may be part of a paraprofessional's assignment.

Supporting functional skills:

- Assist the student with daily living skills and needs, such as eating, toileting, grooming, dressing, etc.
- Assist in transferring, positioning and mobility needs as directed by physical therapist, occupational therapist, or other special education or related service providers
- Act as job coach

Supporting social/emotional needs:

- Redirect behavior and implement behavior management plans
- Facilitate interaction between students with disabilities and classmate
- Teach and model strategies to peers about how to interact with the student with a disability
- Support the development of communication skills
- Assist in student crisis management and de-escalation

Supporting academic development:

- Carry out the instructional programs and lessons as developed by the supervising teacher in all learning environments
- Assist individual students or groups of students in performing activities initiated by the teacher
- Individually or in small groups, reinforce concepts and skills introduced by the teacher in all learning environments
- Keep students on task
- Implement assistive technology
- Implement accommodations indicated by the IEP (read tests aloud, take notes, enlarge materials, etc.) as directed by the special education teacher.

Serving as a communication link:

- Provide the special education teacher/staff with information about general education assignments, activities and student participation and behavior
- Inform general education staff about student programs and adaptations
- Observe, record and collect data as directed
- As directed, share information with other paraprofessionals or family
- Attend IEP meetings at the request of administrator, teacher or parent

General support:

- Assist special education teacher with clerical tasks, correcting of student work, and material or room preparations, and equipment maintenance
- Intervene with other students about inappropriate behavior, language or actions
- Provide supervision and assistance on playgrounds, in the lunchroom, at assemblies, in the swimming pool, on field trips or other locations as directed for special education students.

Supporting medical needs:

- Paras would be able to provide the following cares with training and supervision from appropriate professional personnel:
 - Administer tube feedings
 - Administer oral emergency seizure medication
 - Recognize and respond to critical symptoms of seizures, asthma, diabetes, food/bee allergies
 - Use PT, OT equipment needed for students to meet their goals under the supervision of the Therapist. (i.e. bike, stander, walker, SMO's)

- Provide assistance with student's Activities of Daily Living (assistance may range from verbal cues to total assistance) (i.e. toileting, feeding, dressing, grooming, Passive range of motion, i.e.)
- Accompany and assist medically fragile students in all settings where the district is responsible

Minimal expectations of a paraprofessional:

- Demonstrate knowledge of the curriculum content for classes in which s/he assists
- Participate in skill and competency trainings and in-services
- Be discreet and respectful of confidential information
- Possess physical and emotional health necessary for effective job performance
- Examples:
 - Independently lift 40 pounds
 - Capable of transferring and positioning students
 - Work with physically aggressive students
 - Structure teaching for low incidence disabilities
- Work cooperatively with all school personnel
- Demonstrate a warm and receptive attitude toward all students
- Complies with school district employment policies

The following set of guidelines is taken from Guidelines for Training, Utilization, and Supervision of Paraprofessionals and Aides, published by the Kansas State Department of Education, Topeka, Kansas in 1977. The list is provided to illustrate more specifically activities that the paraprofessional could undertake in the classroom.

The paraprofessional may perform these instructional duties:

- Assist in organizing field trips.
- Read aloud or listen to children read.
- Assist students in performing activities that have been initiated by the teacher.
- Hand out papers and collect paperwork.
- Assist with supplementary work for advanced pupils.
- Provide special help such as drilling with flash cards, spelling, and play activities.
- Assist in preparing instructional materials.
- Reinforce learning with small groups.
- Assist children in learning in the general education and/or special education setting.
- Supervise free play activities.
- Prepare flash cards and charts.
- Prepare art supplies and other materials.
- Hear requests for help, observe learning difficulties of pupils, and report such matters to teachers.
- Score objective tests and papers and keep appropriate records for teachers.

Instructional duties the paraprofessional may not perform:

- Be responsible for a classroom or a professional service without teacher directive.
- Be responsible for the diagnostic functions of the classroom.

- Be responsible for preparing lesson plans and initiating instruction.
- Be responsible for assigning grades to students.
- Be used as a substitute for certified teachers unless he or she possesses the appropriate substitute teacher certificate and is hired as a substitute.
- Assume full responsibility for supervising assemblies or field trips.

Non-Instructional duties the paraprofessional may not perform:

- Shall not assume full responsibility for supervising and planning activities.
- Shall not take children to clinic, dental, or medical appointments unless permission is granted by authorized personnel.
- Shall not prescribe educational activities and materials for children.
- Shall not grade subjective or essay tests.
- Shall not regulate pupil behavior by corporal punishment or similar means.

Team Member Roles - At a Glance

	Special Education Teacher	Paraprofessional
Instruction	Provide specialized education based on student’s individual needs as identified in the student IEP	Reinforce and review previously taught skills/concepts
	Design and adapt instructional activities and materials, as identified in accommodations/modifications in student IEP	Assist with construction of adapted instructional activities and materials, and implementation of accommodations.
Scheduling	Create student schedule and share changes as they occur	Follow provided schedule in a timely manner
	Create paraprofessional schedule and share changes as they occur	Follow provided schedule in a timely manner and inform supervising teacher of any needed changes
Assessment	Administer formal and informal assessments to identify student progress and educational needs.	Administer informal assessments, perform observations, and collect data on specific academic and behavioral tasks
	Provide training, information, and materials for charting and reporting (data collection)	Complete daily charting and log information (data collection) as requested
Behavior Management	Responsible for designing, writing, and supporting behavior intervention plans	Monitor and reinforce student behavior interventions, collect data to ensure accurate records, and provide reinforcements/consequences according to behavior intervention plans.
Working with	Communicate the delivery of special	Communicate with case manager

Parents	education services including student progress, strengths/concerns, and the Individual Education Plan	regarding student progress and daily performance Communicate with parent(s), if requested, on student activities (NOT PERFORMANCE) throughout the day
Student Discipline	Responsible for designing, writing and supporting behavior plans. Collects data.	Monitor and reinforce student behavior interventions, collect data to ensure accurate records. Provide consequences according to behavior intervention plans.
	Responsible for teaching and modeling student behavior intervention plan with general education teacher and paraprofessional.	

Positive Behavior Interventions

Special education paraprofessionals implementing IEPs containing behavior intervention plans and regulated procedures must be trained in the following:

- Positive behavior interventions
- Standards for using restrictive procedures
- Alternatives for using restrictive procedures
- De-escalation methods
- Physiological and psychological impact of the implementation of regulated procedures

Whether you work in education, healthcare, human services, business, or any field, you might deal with angry, hostile, or noncompliant behavior every day. Your response to defensive behavior is often the key to avoiding a physical confrontation with someone who has lost control of their behavior.

The following characteristics are important to embody when interacting with students with behavioral challenges:

- Honesty
- Confidence
- Openness, care, and empathy
- Humor

These 12 tips will help you build a toolkit of go-to strategies to use when students become agitated. You will move from *reacting* to emergency situations to *responding* to them.

Strategy	Examples
Actively Listen	<ul style="list-style-type: none"> ● Giving the student total and complete focus ● Giving eye contact and having a friendly and open expression on your face ● Listening closely ● Withholding judgment

	<ul style="list-style-type: none"> ● Give student wait time to process and respond
Set Clear Limits	<p>Guide to Setting Limits:</p> <ul style="list-style-type: none"> ● Clearly state the specific boundary with a corresponding consequence. ● The corresponding consequence should be a logical or natural consequence that results from not following the limit. ● It should be enforceable.
Offer Choices	<ul style="list-style-type: none"> ● Provide two positive options. ● Be clear and specific. (First/Then) ● Make sure that both choices are acceptable and feasible.
Build Relationships	<ul style="list-style-type: none"> ● The more you can genuinely engage with your students in an <u>authentic</u> way, the more they feel respected and valued.
Side-Step Power Struggles	<ul style="list-style-type: none"> ● Establish an agenda for the day. ● Find a win-win. Compromise. ● Brainstorm solutions. ● Ignore the challenge, not the person.
Meet Physical and Emotional Needs	<ul style="list-style-type: none"> ● H - Hungry. Hunger can be a physical or an emotional need. If the hunger is physical, offer nutritious snacks ● A- Angry: It's important to name the emotion and to explore what's causing it. ● L-Lonely: If you notice your student is withdrawn, engage them in conversation. Reach out and engage in active listening. Help the student connect with a peer. ● T- Tired: If your student feels tired, encourage them to rest or to take a short nap. If that's not possible, go for a walk around the block or encourage them to take a couple of deep breaths.
Catch Them Being Good	<ul style="list-style-type: none"> ● 5 positives for every redirection ● The goal here is to praise the positive behaviors and neutralize or ignore the negative behaviors. ● By acknowledging when a student uses expected behavior, we can increase the likelihood of them using that behavior again.
Model Prosocial Skills	<ul style="list-style-type: none"> ● Prosocial skills are those behaviors that we engage in that benefit others. These behaviors include cooperation, sharing work, sharing toys, and emotionally supporting others who are in distress. ● Students who have behavior disorders often have not developed strong prosocial skills. ● Students need to see prosocial skills modeled and need several opportunities to practice the skills after they are taught.
Alter Volume/Cadence of Your Voice	<ul style="list-style-type: none"> ● Lower the volume of your voice and speak more quietly. As you speak more quietly, your student will have to become quieter to hear you. ● Alter the cadence of your voice and speak more slowly. ● Modulate your tone of voice and be calm and supportive. ● Simplify your vocabulary.

	<p>* Remember that as your student starts to escalate, they're starting to lose rationality. Speaking loudly and quickly will increase their agitation.</p>
Monitor Nonverbals	<ul style="list-style-type: none"> ● Use Non-Threatening Nonverbals <ul style="list-style-type: none"> ○ The more a person loses control, the less they hear your words - and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. ● Respect Personal Space <ul style="list-style-type: none"> ○ Allowing personal space tends to decrease a person's anxiety and can help you prevent acting-out behaviors.
Choose Wisely What you Insist Upon	<ul style="list-style-type: none"> ● It's important to be thoughtful in deciding which rules are negotiable and which are not. ● If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.
Avoid Overreacting	<ul style="list-style-type: none"> ● Remain calm, rational, and professional. ● While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses. ● Your response to the situation or behavior should match that of the student.
Monitor Triggers and Adjust	<p>Often times, we spend precious minutes and hours of the school day de-escalating students. To address repeated escalating behaviors:</p> <ol style="list-style-type: none"> 1. Track what events are causing escalated behaviors (triggers) 2. Remove the triggers if possible 3. Teach the desired behavior

Follow-Up to Teacher Instruction and Instructional Support in General Education

What to do when you're assigned in a general education class to assist one or more students.

The general and special educators have primary responsibility for the design and development of daily instruction for all of the students in their class, including students with disabilities and other unique learning needs. As a paraprofessional, you will have many responsibilities related to supporting the needs identified on student Individual Education Plans (IEPs).

As a special education paraprofessional, your primary responsibility is to meet the needs of special education students as identified in their Individual Education Plan (IEP). You will also be expected to be part of the general and special education classroom communities.

Vulnerability and Mandated Reporting

Mandated Reporting:

- If you work with children and/or families, you are legally required to report suspected abuse or neglect. All states impose a civil or criminal penalty on those who don't report incidents.
- The law requires that the person who believes a child is or has been maltreated make the report to law enforcement or child protection.
- As a mandated reporter it is important to understand some basic laws.

Maltreatment of Minors Act. (MN Statute, 625.556)

- Neglect of children is defined in Minnesota state law • Under legal mandate, professionals and paraprofessionals are required to report a suspect incidence of child abuse or neglect
- Anyone who reports child abuse or neglect in good faith is immune from any civil or criminal liability.
- The reporter's name is confidential, accessible only upon consent of the reporter by court order.

Maltreatment of Vulnerable Adults Act (MN Statute, 626.557)

- This MN law states that all persons employed by or providing services in a facility required to be regulated by either the MN Dept. of Health or Human Services are mandated reporters.
- Vulnerable adults are those 18 years and older who receive services at or from a facility required by the MN Dept. of Health or Human Services.
- A vulnerable adult is dependent upon others for care and protection because of a disability.

What Qualifies as Maltreatment – Information about what constitutes maltreatment. Maltreatment of students includes physical abuse, sexual abuse, neglect, and in schools corporal punishment.

- **Physical abuse:** a report should be made in any case involving physical injury or threatened injury that is not inflicted by accidental means. Egregious and documented mental injury is also included in the definition of physical abuse.

- **Sexual abuse:** A report should be made in any case that involves illegal sexual contact. This does not include verbal sexual harassment.
- **Neglect:** A report should be made in any case involving failure to provide required care for a child, failure to protect a child from endangerment, or failure to provide appropriate supervision.
- **Corporal punishment:** Hitting or spanking a student with or without an object or the use of unreasonable physical force that causes bodily harm or substantial emotional harm are also maltreatment.

The following points taken from What Can I Do to Prevent Harm to Children prepared by the Minnesota Department of Human Services Child Protective Services, may be helpful in identifying children in need of protection, and are based on materials developed by school personnel. While no one indicator is proof that a child is being neglected or abused, these are some signs to be aware of.

Abused or neglected children may:

- seem unduly afraid of their parents;
- often have welts, bruises, untreated sores, or other injuries;
- show evidence of poor overall care;
- be given inappropriate food, drink, or medication;
- exhibit behavioral extreme. For example: crying often or crying very little and showing no real expectation of being comforted; being excessively fearful, or seeming fearless of adult authority; being unusually aggressive and destructive, or extremely passive and withdrawn.
- be wary of physical contact, especially when an adult initiates it, or become apprehensive when an adult approaches another child, particularly one who is crying. Others are inappropriately hungry for affection, yet may have difficulty relating to children and adults. Based on their past experiences, these children cannot risk getting too close to others.
- exhibit a sudden change in behavior. For example: displaying regressive behavior-pants wetting, thumb sucking, frequent whining, becoming disruptive or becoming uncommonly shy and passive.
- take over the role of parent, being protective or otherwise attempting to take care of the parent's or younger sibling's needs.
- having learning problems that cannot be diagnosed. If a child's IQ and medical tests indicate no abnormalities, but the child still cannot meet normal expectations, the answer may well be problems in the home; one of which might be abuse or neglect. Particular attention should be given to the child whose attention wanders and who easily becomes self-absorbed.
- be habitually truant or late to school. Frequent or prolonged absences sometimes result when a parent keeps an injured child at home until the evidence of abuse disappears, or when an older child is kept home to care
- for younger siblings. In other cases truancy may indicate a lack of parental concern or ability to regulate the child's schedule.
- arrive at school too early and remain after classes rather than going home.
- be tired frequently and sleep often in class.
- be inappropriately dressed for the weather. Children who never have coats or shoes in cold weather are receiving less than minimal care. On the other hand, those who regularly wear long sleeves or high necklines on

- hot days may be dressed to hide bruises, burns or other marks of abuse.

Reporting Procedures

When you call social services to make a report, you will be asked for information which will assist child protection to identify the child and family, evaluate the problem, and respond quickly and appropriately. You will be asked:

- your name and phone number;
- what happened to the child and when;
- where the child is now;
- the names and addresses of the parents/caretakers; and
- firsthand knowledge you have about the child for family.

As a mandated reporter, you must file a written report within 72 hours, exclusive of weekends and holidays, of your verbal report. Child protection must respond immediately to a report of infant medical neglect or a child in imminent danger. If a child is not in imminent danger, child protection must initiate an assessment within one working day with the following exception: initiating an assessment can be delayed up to 72 hours if more serious reports prevent the agency from responding within one working day and if the child will not be in imminent danger during that time.

Because of confidentiality and privacy laws, child protection is limited in what they can discuss with you, even when you are working with the family, unless the family consents to an exchange of information. Any mandated reporter can, upon request to the local social service agency, receive a summary of the disposition of the report, unless such release would be detrimental to the best interests of the child.

Third Party Billing/MA Billing

Some special education services are covered by public health insurance programs such as Medical Assistance (MA). That's what "Third Party Billing" (TPB) is—insurance billing for certain health-related services we provide to eligible students. Minnesota law requires school districts to seek this reimbursement to help pay for the cost of providing special education. Many of our paraprofessionals support this effort by documenting service for Personal Care Assistance (PCA) and Special Transportation.

Like all student data, information related to TPB is confidential. It's also subject to the federal Health Insurance Portability and Accountability Act (HIPAA), which requires health care providers to ensure the privacy of patient records and health information. The services we provide and our students' insurance status should only be discussed with staff members who have a need to know, and with discretion. Please also keep all billing documents stored out-of-sight in a secure location.

If you'll be assisting a student who qualifies for TPB, you'll be notified by the TPB coordinator and receive all the forms, instructions and training you need to complete these tasks easily and with confidence.

Our monthly PCA Activities Checklists and Special Transportation logs are quite simple and can be completed in just a few seconds each day. You may also be involved in conducting an annual PCA time study, before which you'll receive detailed instructions that should answer most of the questions that may arise during this 10-day period. And throughout the school year, all PCAs will be trained and supervised by qualified professionals in accordance with policies established the Minnesota Department of Human Services. You'll also have access to each student's care plan and receive additional support from the TPB coordinator whenever needed.

Working together, we'll ensure that your services meet the needs of our students while generating special education revenue in a way that follows all applicable state laws and policies.

Since assisting students is your number one priority during the workday, you'll receive most TPB information either in-person, or by e-mail or school mail. So please be sure to check your school email regularly for important updates. Please direct any and all questions about Third Party Billing to the ISD 318 Third Party Billing Coordinator at (218) 327-5825 (ext. 45825). The office is located in the district Administration Building between Payroll and Human Resources.

Basic First Aid and OSHA Universal Precautions

The school district will provide required annual training in the areas of basic first aid and OSHA universal precautions. This will typically be provided at the start of the school year.

Section Three
Special Services
Information

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Qualification for Special Education Services

Students and their families must go through an educational evaluation process in order to receive special education services. This process looks at all areas of suspected delay/disability and must address MN Disability Criteria in one of the areas listed in the table below. An evaluation for students' ages 3-21 may take up to 30 school days from the date that parent permission is received. Students younger than 3 years of age must be evaluated within 45 calendar days from the referral date. Prior to many evaluations (dependent on age and criteria), interventions are required to determine the severity of need and whether or not a formal special education evaluation is required.

Individualized Educational Plan (IEP)

Students who have been evaluated and found to meet MN eligibility criteria to qualify for special education will have an IEP (IFSP, IIP) upon parent consent. This is a document that is written following a meeting of IEP team members. In addition to being eligible under one of the areas of disability in the table below, a student may also receive occupational therapy (OT), physical therapy (PT), speech/language therapy (SP), or developmental adaptive physical education (DAPE). You are a member of student's IEP team; as a team member, you have access to the IEPs of students with whom you work and in some cases may attend IEP meetings. For confidentiality reasons, extra copies of IEPs are generally not provided; however, copies of accommodations and IEP goals may be provided in a manner that allows access. Implementing the IEP is a significant focus for all team members, including the paraprofessional. Some students may have specific paraprofessional plans and /or behavior plans as part of their IEP. Access to this information would be readily available when appropriate.

MN Disability Criteria

Disability Title	Characteristics and Impact
SLD - Specific Learning Disability	The student's ability is higher than their level of achievement. Frequently impacts one or two areas of classroom academics or "information processing"
DCD/M – Developmental Cognitive Disability (Mild to Moderate)	Student has an IQ between 55 and 70 (average IQ is 90-110). In addition, their "adaptive skills" must be significantly below expected.
DCD/SP – Developmental Cognitive Disability (Severe to Profound)	Student has an IQ below 55. In addition, their "adaptive skills" must be significantly below expected.

EBD – Emotional Behavior Disorder	Student has either a mental health diagnosis and/or an educational need for services due to significant social, emotional or behavioral concerns
OHD – Other Health Disability	Student has a medical diagnosis that interferes with their ability to be successful in school (ADHD or a heart condition are two examples)
ASD – Autism Spectrum Disorder	Student has an educational need for services due to delays in social skills, communication and behavior (sometimes called PDD, PDDNOS or Aspergers by medical professionals)
Speech/Language Disorder	Student has either an articulation delay or language delay which impairs their ability to successfully communicate or understand communication
VI - Vision Impairment	Student has a medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment
DH/H – Deaf/Hard of Hearing	Student has a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures.
SMI – Severely Multiply Impaired	Student has severe learning and developmental problems resulting from two or more disability conditions
TBI – Traumatic Brain Injury	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect the student’s educational performance
PI – Physically Impaired	Student has a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning
Deaf/Blind	Verified vision loss coupled with a medically diagnosed hearing loss that together interfere with student’s ability to interact with their environment
DD – Developmental Delay (Early Childhood Special Education/Early Intervention)	A child (birth to age 7) does not reach certain milestones in the areas of adaptive, social-emotional, communication, motor, and cognitive within the broad range of what is considered normal for his/her age

Related Services

(as part of the IEP)

Physical Therapy (PT)	Physical therapy (PT) is a related service who provides support to students who
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	<p>have a disability that interferes with their educational performance and ability to benefit from their education program. Using their unique expertise in movement and function, PTs ensure a free and appropriate education for students with disabilities to prepare them for further education, employment, and independent living. The school-based PT promotes motor development and the student’s participation in everyday routines and activities that are a part of his or her program. The PT designs and performs therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments.</p>
Occupational Therapy (OT)	<p>Occupational therapy (OT) is provided to students with disabilities. Occupational therapy may be recommended for an individual student for reasons that might be affecting his or her learning or behavior, such as motor skills, cognitive processing, visual or perceptual problems, mental health concerns, difficulty staying on task, disorganization, or inappropriate sensory responses. Occupational therapy works to ensure that a student can participate in the full breadth of school activities—from paying attention in class; concentrating on the task at hand; holding a pencil, musical instrument, or book in the easiest way; or just behaving appropriately in class.</p>
Developmental Adaptive Physical Education (DAPE)	<p>Developmental Adapted Physical Education (or DAPE as it is also called) means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports</p>
Nursing	<p>The school nurse is an invaluable partner in ensuring that students are healthy, safe, and prepared to learn. According to the National Association of School Nurses (NASN), the role of the school nurse is to advance the well being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; and actively collaborate with others to build every student's capacity for adaptation, self-management, self-advocacy, and learning.</p>

Common Special Education Acronyms

ADHD - Attention Deficit Hyperactivity Disorder	<p>A disorder that makes it difficult for a person to pay attention and control impulsive behaviors. He or she may also be restless and almost constantly active.</p>
AT - Assistive Technology	<p>Any device, software or equipment that can help kids with learning and attention issues work around their challenges.</p>
ECSE - Early Childhood	<p>A school district program that provides supports and services to infants, toddlers</p>

Special Education	and preschool children with disabilities and their families.
ER - Evaluation Report	Is an essential beginning step in the special education process for a child with a disability. Before a child can receive special education and related services for the first time, a full and individual initial evaluation of the child must be conducted to see if the child has a disability and is eligible for special education.
ESY - Extended School Year	<p>A specialized instruction or related services that is a part of the student's IEP if eligible at no cost due to FAPE. ESY services are provided when school's not typically in session. That's often during the summer.</p> <p>The services are individualized to help each child maintain their skills and not lose the progress they have made toward their goals.</p>
FAS - Fetal Alcohol Syndrome	Fetal alcohol syndrome is a condition in a child that results from alcohol exposure during the mother's pregnancy. Fetal alcohol syndrome causes brain damage and growth problems. The problems caused by fetal alcohol syndrome vary from child to child, but defects caused by fetal alcohol syndrome are not reversible
FAPE - Free and Appropriate Public Education	Students with disabilities have a legal right to a free appropriate public education, known as FAPE. The right is guaranteed by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
FBA - Functional Behavior Assessment	Is a process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress.
IDEA - Individuals with Disabilities Education Act	IDEA requires schools to find and evaluate students suspected of having disabilities, at no cost to families. Once kids are found to have a qualifying disability, schools must provide them with special education and related services to meet their unique needs.
IQ - Intelligence Quotient	Is a total score derived from several standardized tests designed to assess human intelligence.
LRE - Least Restrictive Environment	LRE is part of the Individuals with Disabilities Education Act (IDEA). IDEA says that children who receive special education should learn in the least restrictive environment. This means they should spend as much time as possible with peers who do not receive special education.
PACER-Parent Advocacy Coalition for Educational Rights Center	PACER provides individual assistance, workshops, publications, and other resources to help families make decisions about education and other services for their child or young adult with disabilities.
PCA - Personal Care Attendant	Personal Care Attendant (PCA) is defined as a person who provides personal care/assistance (chronic or temporary) to a student with a disability, or other health care needs with activities of daily living.

PLAAFP - -Present Levels of Academic Achievement and Functional Performance	The section of the IEP that describes the student’s skills and abilities based on the special education evaluation. The PLAAFP should cover all areas of development in which the student may need support.
Section 504	A federal law that protects a student with an impairment that substantially limits one or more major life activities, regardless of whether the student receives special education services.

Student Support Services (not part of the IEP)

North Homes	School based mental health services strengthen students and their families through prevention and intervention within a school setting. In order to determine eligibility for the program, students need to complete a Diagnostic Assessment conducted by a mental health professional. If determined eligible, a mental health professional or practitioner will meet with the student and family to formulate goals and objectives identified by the family and student in conjunction with feedback from school professionals.
Homelessness Support	According to the McKinney-Vento Act homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including children who are: <ul style="list-style-type: none"> ● Sharing the housing of other persons due to loss of housing or economic hardship; ● Living in motels, hotels, trailer parks or camping grounds due to the lack of adequate accommodations; ● Living in emergency or transitional shelters; ● Are abandoned in hospitals; ● Awaiting foster care placement; ● Living in public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings; ● Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; ● Migratory children living in conditions described in the previous examples; ● Or unaccompanied youth who are not in the physical custody of a parent or guardian.
Truancy Prevention	Students under the age of 16 are required to attend school according to Minnesota’s Compulsory Attendance Law M.S. 120.101. According to Minnesota State Statute (260c.007, Subd.19), truancy is defined as being absent from one or more classes, seven or more times during a school year. There are Truancy Prevention Specialists available to assist families in getting students to school.
School Social Worker (RJEMS and GRHS)	School social workers address the psychological and social well-being of students, ranging from elementary school to high school students. They provide

	information and counseling and help students, parents and school staff work together to solve problems by communicating and providing referrals to other resources.
Student Support Specialist (Elementary)	Student support specialist assists children and young people facing a range of barriers to learning to achieve their educational and developmental potential by providing a range of strategies and specialised support at the individual, group, school and area levels.
School Counselors	Counselors offer services for the needs of students and parents alike, to assist in maximizing student potential. Services include individual and group counseling, referrals, system support, and consultation with parents and faculty.
American Indian Education	<p>Since 1974 the American Indian Education Programs of ISD #318 has helped ensure the highest quality education for all children of Indian descent.</p> <p>Mission: ISD #318 American Indian Services program is here to assist American Indian students and their families by promoting academic success and cultural understanding between community, staff, parents and students.</p>

General Principles and Strategies for Interacting with Students

In addition to implementing IEP goals, adaptations, behavior plans, etc, the following list of strategies may be helpful in your interactions with students.

Relationship Building

- Develop a positive rapport with students.
- Maintain a professional, but supportive role with student as opposed to a "friend" relationship.
- Provide positive, specific and frequent feedback.
- Maintain your voice at a non-threatening moderate level.
- Use respectful language with all students.

Behavioral Support

- Provide clear expectations of behavior and check for understanding of those expectations.
- Provide fair and consistent consequences for inappropriate behavior.
- Cue student to return to a task without drawing negative attention to him/her.
- Catch the student displaying appropriate behavior or for finishing a task well and praise him/her.
- Consistently follow individual behavior intervention plans that were developed by the student's team of professionals.
- Continually evaluate the stress and frustration level of student.
- Communicate your observations and perspectives with the general and/or special educator.

Moving Towards Independence

- Avoid becoming overprotective.
- Students may initially require intensive support, but you should fade to a coaching and indirect support role as soon as possible.
- Encourage independence and interdependence with classmates.
- Students will interact more naturally when you are not sitting or standing next to them.
- Recognize the importance of peer modeling of appropriate behavior and point out examples of effective behavior and its consequences.
- Natural supports enhance student's independence and social acceptance.
- Assist students by providing resources rather than giving them the answers.
- Allow students to make as many decisions for themselves as possible.
- Give opportunities for making choices.

Classroom Modifications and Adaptations

Modifications are a type of adaptation. Adaptations are defined "as any adjustment or modification in the curriculum, instruction, environment, or materials in order to enhance the participation of a member of the classroom community" (Udvari-Solner, 1992, p. 3). Many students, with or without disabilities, benefit from adaptations in order to accomplish tasks more efficiently and to participate fully in classroom activities.

It is not uncommon for paraprofessionals to help in the development of adaptations for individuals and classrooms of students. This is a very important and valued support. When considering how to develop and use modifications:

- Focus on what the student CAN do.
- Use the least intrusive support first.
- Use age-appropriate materials, goals and activities when planning.
- Maximize active student participation.
- Facilitate positive and valued interactions with peers.
- Promote independence.

A Process for Creating Modifications

Based upon the subject and activity occurring in the classroom consider the following questions to assist in creating modifications for a student(s).

1. Can the student do the same activity, in the same way, at the same level as peers?
If not...
2. Can the student do the same activity but with modified expectations?
If not...
3. Can the student do the same activity but with modified expectations and materials?
If not...
4. Can the student do a similar activity but with modified expectations?
If not...
5. Can the student do a similar activity but with modified materials?
If not...
6. Can the student do a different parallel activity?
If not...
7. Can the student do a different activity in a different section of the room?

Section Four

Student Observation and Data Collection

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Paraprofessionals are often asked to provide data regarding a student they work with as a means of documenting progress toward IEP goals and determining the effectiveness of a student's program. This documentation may be in the form of anecdotal reports, checklists or formal and informal observations.

Observing and Keeping Good Data

Acquiring and using objective skills of observation and keeping data are important to all paraprofessionals. Much of the information needed by the team to determine whether or not children are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the individuals are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP.

The written information as to what has been observed is called "data". It serves as a more permanent record of what is seen or heard and, when done well, is an objective account of the individual's activities and skills. It is important to keep written data on all the observation activities. If this is not done, there is a risk of reporting inaccurately what has happened.

Carrying out observations and keeping data must be done with an objective point of view. Sometimes, we may be tempted to let our biases or prejudices get in the way. We may like one student better than another and tend to look more favorably on his/her activities. It is very important to guard against these inclinations and to put down precisely what is seen or heard and to avoid anything that is stigmatized by personal perceptions of a child or a specific behavior.

Observation Is:

Systematically watching what a person does and says, then recording the behaviors in order to make instructional decisions. Observation should:

- Be done for a specific reason;
- Provide samples of a child's/student's behavior over a period of time, in a variety of settings; and
- Be objective.

Objective Observation Means:

- Watching events without being affected by personal biases/prejudices;
- Watching what is happening without guessing at the reasons that cause the action;
- Watching the activity without judging whether it is good or bad, and
- Producing an objective record that states exactly what an observer sees and hears.

Through observation, we can learn what the child can do, what the child likes or dislikes, how the child behaves under various circumstances and how the child interacts with people.

Observing Objectively

There are two points to remember when making observations:

- A behavior must be observable and

- A behavior must be measurable.

In other words we must be able to see or hear a behavior and we must be able to count or time how often a behavior occurs.

Keeping Data

There are several ways to keep data. They include:

Checklists-These may be in the form of standardized checklists that include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by the teacher. When paraprofessionals work with a checklist, they simply watch the child and record whether or not the behavior described is observed.

Anecdotal Records-These usually consist of a sentence or two written in a notebook that describe what the child is doing at a specific moment. When making an anecdotal record, only behaviors that can be seen or heard and behaviors that can be counted should be recorded.

Interviewing-This is a specific kind of record keeping, one in which the team is trying to determine what the child likes or dislikes, what the child's interests are, or other feelings or beliefs that cannot be observed. When interviewing, it is extremely important to record precisely what the child says. There is no room for editorializing in this kind of record.

Frequency or Duration Notes- Sometimes the information that is to be collected refers to how often or how long a behavior is occurring. For example, the team may want to know how many times a child talked to or communicated with playmates or how often a child initiated a conversation with peers. For this kind of record keeping, paraprofessionals will count the frequency and length of the behavior occurring.

Section Five
Professionalism
and
Ethical Practices

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Professionalism and Ethical Practices

Professional Ethics

Many times, the paraprofessional is in an awkward position. They are involved in the educational process with students and many of their expectations are similar to that of a classroom teacher. However, a paraprofessional is in a professional position that requires the following ethical guidelines.

Accepting Responsibilities:

- Engage only in instructional and other activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents, community members or other teachers; this is reserved only for communication with your supervising teacher.
- Refer concerns expressed by parents, students, or others to your supervising teacher.
- Recognize the supervisor has the ultimate responsibility for instruction and management and follow the prescribed directions.
- Help to see the best interests of individual students are met.

Relationships with Students and Parents:

- Discuss a child's progress, limitations, and/or educational program ONLY with the supervising teacher in an appropriate setting (i.e. do not discuss students in the teacher workroom with other teachers during lunch time).
- Express differences of opinion with your supervising teacher ONLY when students are absent from the room.
- Discuss school problems and confidential matters ONLY with appropriate personnel.
- Do not engage in discriminatory practices based on a student's race, sex, cultural background, religion, or disability.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Be a positive role model.

Relationship with the Teacher:

- Recognize the teacher as your supervisor.
- Establish communication and a positive relationship with the teacher.
- When problems cannot be resolved, use the school district's grievance procedures (a copy of which can be found in the district office).
- Discuss concerns about the teacher or teaching methods directly with the teacher in an appropriate setting.

Relationship with the School:

- Engage in behavior management strategies that are consistent with district policy.
- Accept responsibility for improving your skills.
- Know and follow school policies and procedures.
- Represent the school in a positive manner.

Section Six
Paraprofessional
Evaluation
and
Realignment

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Educational Support Professional Feedback Session

This is an opportunity to conduct a self reflection in regards to your job performance and a have discussion with the special education teachers about how things are going. This is a valuable opportunity in many ways as the main focus of this meeting is to identify areas where things are going well, areas that need to be improved and to answer questions that may come up as a result of this discussion opportunity. District 318 wants our ESPs to attain their highest level of effectiveness in order to provide the best support to the students and to the teachers! The ESP Feedback Session is conducted once every school year.

Suggested Teacher/ESP Feedback Session Procedure:

1. A 15-30 minute appointment between the teacher and ESP for the purpose of going over the completed evaluation form. (an EDA will be approved for this time if it needs to be scheduled outside the normal work day)
2. Teachers will provide the yellow copy of the form to the ESP(s) so they may complete a self evaluation. This almost always proves to be insightful and provides for good discussion.
3. The teacher will complete the white form (original) with their own professional evaluation levels and comments.
4. Meet on the scheduled appointment date/time to review the evaluation (both teachers and the ESPs) for an opportunity to have a good discussion about how things are going and to set goals for the upcoming year.
5. The teacher and the ESP should sign/date the white document. The yellow document may be attached in order to have the ESPs written input on file if both you and she wish to do so.
6. The completed white document needs to be turned in to your building principal. The building principal will then forward the forms to the HR office to be placed in the ESP personnel file.

ESPs needing additional meetings should be brought to Building Principals and Human Resources Attention- especially those on probationary status.

ESP Feedback Form is available in the appendix area of this handbook.

Probationary Period

New ESP Hires

The first three consecutive months of service during the regular school term will be considered a probationary period. "The School District shall have the unqualified right to discipline or discharge such employee without assigning any reason therefore, and without recourse to the grievance procedure."

Current ESP Unit Members:

ESPs transferring to a new position will serve 30 working days of probationary status "during which period the School District shall have the right to return the employee to his/her previous position, which right shall not be subject to the grievance procedure."

Realignment

Realignment of ESP positions is conducted each year - typically at a meeting scheduled for July or August. The realignment process is contractual to provide an opportunity for unit members to obtain positions that are either OPEN as new postings (due to resignation or new positions) or which become OPEN during the realignment process on the day of the meeting. Movement is strictly based on seniority during this one meeting instead of spreading the posting process over many months. ESPs will be notified of their position status for the next school year at least 5 days prior to the scheduled realignment meeting. ESPs who are listed without a position for the upcoming school year will be identified as having the 'Right to Bump' and may exercise this right during the realignment meeting. Bumping and new vacancy opportunities do occur during realignment meeting.

All ESPs are encouraged, but not required, to attend this realignment meeting due to the fact that bumping does occur without notice during the meeting. A less senior ESP may be bumped from an existing position by a more senior ESP who has the 'right to bump' during the meeting and will then move to a different position using the realignment process. A proxy may be assigned/arranged if an ESP is not available to attend the meeting. The proxy will have the ability to select a position on behalf of the absent ESP as long as the absent ESP has provided the proxy this right in writing prior to the meeting date. No stand ins will be allowed without a written proxy statement from the absent ESP. Proxy forms are available in the Human Resource office. Union representatives or the Human Resource office may be contacted if you have questions about the ESP realignment process.

Vacancies that exist at the conclusion of the realignment meeting will be filled by the district hiring procedure.

If you have any further questions regarding the Districts realignment process, please contact Human Resources.

Section Seven

Additional Information

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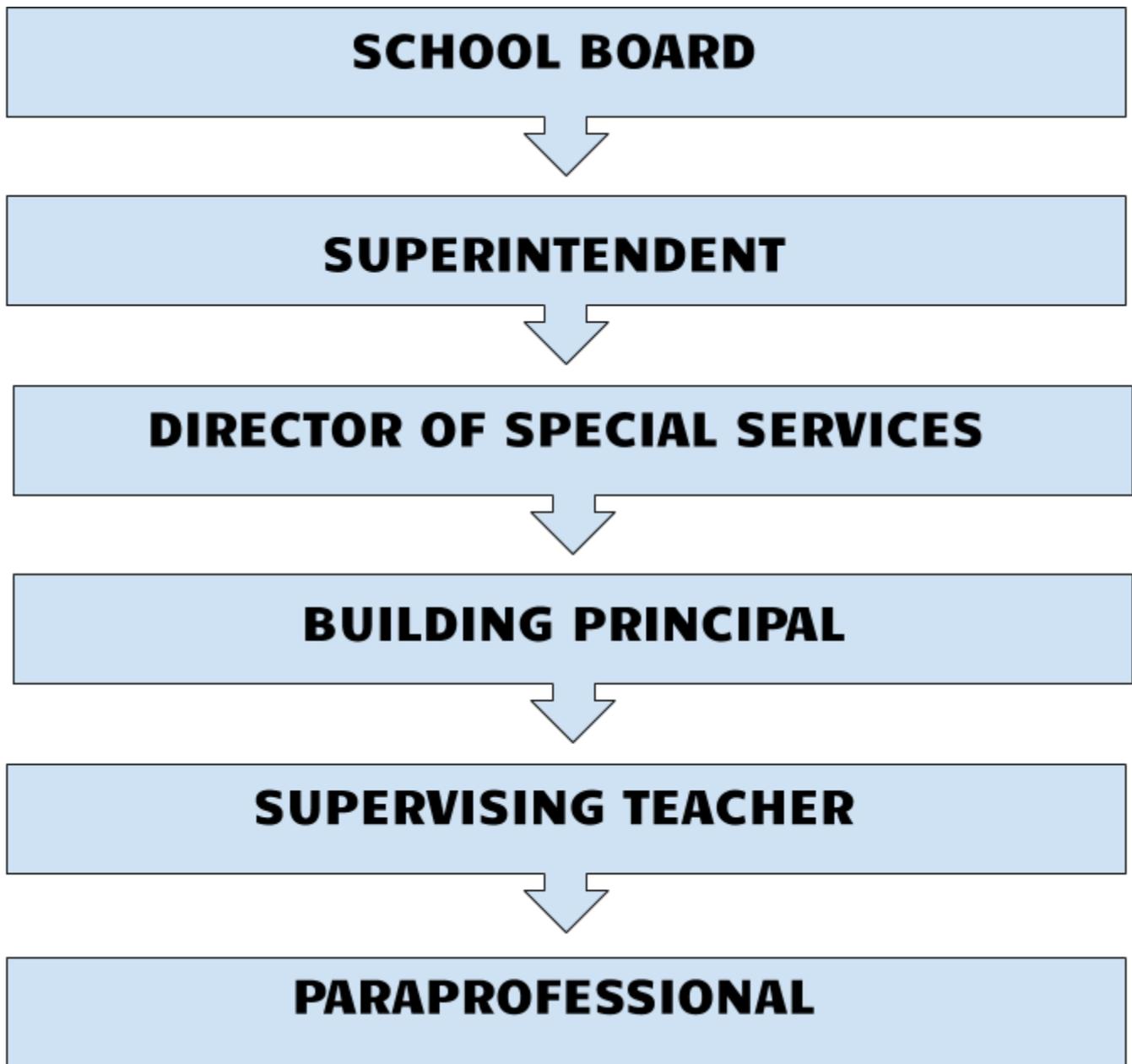
Local Collaborative Time Study

AKA “Random Moments”

This is a Federal study for Public School Employees and Corrections Personnel, and is focused on employees who work with at-risk youth. The Study is administered by the Department of Human Services, DHS.

By nature of your position in the school, you may be asked to participate in a time study throughout the school year. The Federal Time Study has been in existence for over ten years bringing in dollars to school districts to reimburse staff for time spent working in a variety of capacities with at risk youth. In 2010 the state went to an automated email system whereby all “random moments” are received through e-mail and are randomly selected throughout the entire state. Ross Resources is the contracted agency of the Family Services Collaborative that coordinates the time study.

Paraprofessional Communication Chain



If a problem arises, contact your supervising teacher first, and then go up the chart, if necessary

Section Eight

Appendix

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ISD #318
SPEC ED and REG ED ESP Feedback Form

*Circle or Highlight the ESP placement for each skill as **Unsatisfactory, Basic, Proficient or Distinguished***

<i>Domain 1 Skills Characteristics and Responsibilities</i>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<i>Displays interest and enthusiasm</i>	Doesn't show interest in the students' learning.	Shows interest periodically in the students' learning.	Models an interest in learning and shows enthusiasm during the day.	Models interest and enthusiasm and encourages the same in students.
<i>Displays evidence of professional growth and development as required for position</i>	Attends mandatory training but doesn't contribute or participate.	Attends mandatory training and participates as necessary.	Seeks out professional development as required for the position.	Puts information gained from professional development into practice.
<i>Is punctual</i>	Arrives on time the majority of the time, but has been late a few times without notifying the supervising teacher.	Arrives on time or calls to report if not going to be on time.	Arrives on time consistently and is ready to work with students when they arrive.	Arrives early consistently and is ready for job duties when students arrive.
<i>Demonstrates consistent attendance</i>	Frequent absences with a lack of communication with supervisor.	Consistently present at work.	Consistently at work and notifies supervisor in a timely manner when unable to attend.	Consistently present at work and plans absences with the least impact to the program whenever possible.
<i>Willingly accepts and carries out assignments</i>	Has difficulty accepting direction and completing assigned tasks.	Completes assigned tasks.	Consistently accepts and carries out assignments.	Competently completes assigned duties and seeks out additional tasks as time allows.
<i>Performs routine tasks efficiently</i>	Has difficulty following oral and written direction and does not seek clarification from licensed teacher.	Seeks out clarification when needed under the direction of a licensed teacher.	Carries out routine tasks efficiently and effectively with minimal direction.	Carries out routine tasks and looks for ways to make improvements to the work when appropriate.

<i>Demonstrates initiative and resourcefulness</i>	Has limited knowledge of the resources available to assist and support the instruction of the licensed teacher.	Can identify and explain the appropriate resources available when supporting the instruction of the licensed teacher.	Knows and is able to demonstrate knowledge of available resources that are appropriate for specific students.	Knows and is able to demonstrate knowledge of available resources that are appropriate for specific students across settings.
<i>Maintains confidentiality</i>	Has limited understanding of the importance of ethical practices of confidentiality as it relates to the student and his/her family.	When communicating with parents, the ESP can differentiate whom the communication should come from; the ESP or the teacher, following the laws of confidentiality.	When communicating with parents, the ESP can differentiate whom the communication should come from; the ESP or the teacher, following the laws of confidentiality.	Cannot only differentiate communication, but can provide a model to fellow peers on appropriate and effective communication to parents following the laws of confidentiality.
<i>Has a positive attitude towards school and staff</i>	Frequently displays a negative attitude towards school and staff impacting how others perform.	Occasionally displays a negative attitude towards school and staff, but it doesn't impact others.	Demonstrates a positive attitude towards school and staff regardless of the activity/task/situation.	Models a positive attitude towards school and staff and encourages students, peers and others staff to display a positive attitude regardless of activity/task/situation.
<i>Is flexible and accepts guidance and suggestions</i>	Unwilling to follow teacher guidance and suggestions.	Follows teacher guidance, but has difficulty when suggestions are provided for improvement.	Is flexible and adapts when guidance and suggestions are offered.	Seeks out guidance and suggestions when necessary and follows through on the received guidance or suggestions.
<i>Works cooperatively as a team member</i>	Has difficulty working cooperatively within a team.	Is able to work cooperatively as directed within a team.	Works cooperatively as a team member and contributes to the team.	Contributes to the team and encourages others while working cooperatively.
<i>Carries out directives of related service providers (i.e., speech, occupational, and physical therapists)</i>	Has difficulty following oral and written direction and does not seek clarification from related service provider.	Seeks out clarification when needed under the direction of a licensed teacher.	Carries out routine tasks efficiently and effectively with minimal direction.	Carries out routine tasks and looks for ways to make improvements to the work when appropriate.

<i>Domain 2 Skills Responding to Students' Needs and Abilities</i>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<i>Interacts positively with students – maintains professional and appropriate boundaries</i>	Is unable to maintain professional and appropriate boundaries without frequent guidance from supervisor.	Can identify professional and appropriate boundaries but needs additional prompts to maintain them.	Is able to maintain professional and appropriate boundaries without guidance.	Is able to maintain professional and appropriate boundaries as well as teach appropriate skills to students when they attempt to cross the boundaries in a respectful manner.
<i>Displays concern for students' health and safety</i>	Has limited awareness of factors affecting a students' health and safety.	Is aware of factors which affect a students' health and safety.	Recognizes and reports conditions which may be potentially unhealthy or unsafe.	Can encourage and problem solve factors which affect the health and safety of the students.
<i>Accepts individual differences in students</i>	Has limited acceptance of individual differences in students.	Understands and can identify individual differences in students.	Can effectively engage students with respect to their individual differences.	Collaboratively identifies how to improve the student's opportunities for success based on his/her individual differences.
<i>Displays resourcefulness in helping to provide skill and conceptual reinforcement to students.</i>	Has limited knowledge of how to help a student develop skills in a particular area.	Can identify how to help students develop skills in a particular area.	Seeks out assistance in how to help students develop skills in a particular area.	Displays resourcefulness in helping students to develop skills in a particular area.

Works effectively with small instructional groups or with individual students, as appropriate	Has a limited number of students he/she is able to work effectively with on a particular assignment.	Works effectively with some small groups and with some individual students.	Works effectively with small groups or with individual students.	Works effectively with any group or individual student he/she is directed to work with on any particular assignment.
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Remarks: _____

Is there anything your supervisor can do or provide to you in order to help you in your current position?
<p>_____</p> <p>Professional Goals identified by ESP:</p>
<p>_____</p> <p>ESP's Comments:</p>
<p>_____</p> <p>Supervising Teacher Comments:</p>
<p>_____</p>

ESP Signature _____ Date _____

**My signature does not necessarily indicate that I agree with the contents of this observation/evaluation, but does indicate that I have discussed its contents and received a copy.*

Supervising Teacher Signature _____ Date _____

A copy of this feedback form should be provided to the ESP. Original should be returned to the HR office for placement in the ESP Personnel File.

Section Nine

COVID-19

Pandemic Information

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COVID-19 Pandemic Information

During the 2020-2021 school year, circumstances related in whole or in part to the COVID-19 pandemic may require change to one or more provisions in this Education Support Professional Handbook. In particular, the learning model (in-person, hybrid, or distance learning) in which the district selects, may affect one or more provisions. The learning model may change throughout the year. The Education Support Professional Handbook is therefore subject to change in light of health conditions and concerns or pursuant to changes federal, state, or local law, regulation, rule, or guidance. The School District will communicate changes as they arise. Where the Education Support Professional Handbook is inconsistent with federal, state, or local law, the School District and its staff, students, and families, must comply with the applicable law.