



Paraprofessional Handbook & Checklist

Updated 4/08

A Guide for Mentoring the Paraprofessional

Contents

- Purpose of the Paraprofessional Guide
- General Information
 - Philosophy statement
 - Multi-Professional Team Approach
 - Kendall County Districts
 - Relation to Districts
 - Staff Relationship to their district and building
 - Evaluations
 - Personnel Policies
 - School Hours
 - Medical Care for Students
 - Substitute Procedures
 - Paraprofessional Reassign
- Paraprofessional Job Description
 - Board Policy - 425
 - Professional Staff Assignments & Transfers
 - Board Policy - 430
 - Discipline
- Important Qualities for Paraprofessionals
- Paraprofessional Skills
- Confidentiality
- Code of Ethics
- Supervisors' Expectations of Paraprofessionals
- Paraprofessionals' Expectations of supervisors
- Enthusiastic Teaming
- Communicating & Working with Students
- Curriculum Adaptations
- A Checklist for Mentoring the Paraprofessional
- Paraprofessional Evaluation Form
 - Letter of Assurance
- Universal Precautions Information Sheet
- Substitute Paraprofessional Folder Information
- Copies of KCSEC Forms
 - Personal Leave Form

Purpose of the Paraprofessional Guide

The purpose of this guide is to provide information regarding the roles and responsibilities of the Paraprofessional in both regular and special education classrooms.

The role of the Paraprofessional is to enable students with disabilities to feel a sense of belonging and to be successful in the school setting. This guide will prove to be a useful resource while working together to meet the needs of special students.

General Information

KCSEC believes that all students can learn.

We are proud to have you as a staff member of the Kendall County Special Education Cooperative! The goal of our organization is to plan and provide quality educational experiences to the special education children of this county. As we grow and expand our services, there will be a continuing need to evaluate and revise our handbook and procedures. The following guidelines will acquaint you with the present handbook and expectations

As new documents are written and revised, new inserts will be sent to you for this binder. Please destroy the old copies when the new ones replace them.

The KCSEC Governing Board provides special education services by joint agreement within a system that demonstrates shared responsibility and equitable distribution of resources among the member districts while respecting geographic, socio-economic and cultural differences of each community. Partnerships with parents, business and industry, community resources and staff should be developed in order to guarantee students with special education needs will learn the academic, vocational and social skills necessary to achieve their individual potential in order to function as independent, productive adults in their homes and communities.

Diagnostic and support services should be made available to students in a manner which is nondiscriminatory and recognizes the individual needs and differences of children, their families, their culture and the community in which they live.

KCSEC believes staff and administrators should grow both personally and professionally and believes that they should encourage and acknowledge creative teaching and program development, research, diagnostics and delivery of related services.

Multi-Professional Team Approach

As per I.D.E.A. all recommendations related to programming, placement and services for student with special needs shall be made by the IEP team. In order to maintain high professional standards, staff shall reflect this concept whenever involved in a discussion of an individual student.

Kendall County Districts

Lisbon Grade School #90

Newark Grade #66

Newark High School #88

Oswego CUSD #308

Yorkville CUSD #115

Relation to Districts

All personnel employed by the Kendall County Special Education Cooperative (KCSEC) have a primary responsibility to the KCSEC. However, each teacher, social worker, psychologist, and educational support person should make every effort to become an active member of the staff of their local building. Any questions regarding the policies of the building should be directed to the principal. Should conflict arise between a policy, procedure, meeting or other concern, a Kendall County Special Education Cooperative administrator and the superintendent or principal of the district will cooperatively negotiate an answer to the problem.

Staff Relationship to their district and building

It is a policy of the KCSEC that special education teachers and their classes are to be an integral part of the school which they attend. This includes participation in school related activities such as staff meetings, field trips, art, music and physical education classes, school programs athletics, etc. Psychologists, social workers, and other related service personnel should find appropriate ways to share in and support the activities of the building(s) and district(s) to which they are assigned.

Evaluations

The paraprofessional evaluation is a KCSEC process in which the individual being evaluated and the designated KCSEC staff member responsible for making the assessment have a joint responsibility to focus upon performance areas to work together to achieve the best results and evaluate performance. Results of the evaluation will provide feedback in areas of strength and weakness as appropriate for further professional development.

Evaluation schedule of paraprofessionals:

1st 4 years

- Evaluated 2 times per year (November and February)

In the 5th year of service with a rating of excellent or satisfactory

- 1 evaluation per year must be completed

Rating of unsatisfactory

- 2 times per year (November and February)

Additional evaluation may be completed at the teacher's discretion

Personnel Policies

Updates to the Handbook can be found at www.kcsec.org under the section entitled documents. It is the responsibility of each employee to read and become familiar with cooperative policies.

School Hours

All paraprofessional staff members are to follow their contract hours. Cooperative office hours are 7:30 a.m. - 4:30 p.m.

Sick Days

Sick Days are accrued at the rate of one per month for new paraprofessionals. During the first month of employment, no sick days may be used. Personal days may be approved and taken, but sick time in the first month will be docked. Special circumstances will be reviewed at the discretion of the Director or his/her designee.

Medical Care for Students

It is unlawful for any teacher or school related personnel to dispense medicine of any type to students except as detailed below.

No employee of the Kendall County Special Education Cooperative may give any child any medicine of any kind (including aspirin) at any time, unless the following conditions are met:

For any child who has on file a note from his doctor or a note from his parents stating that he is to receive medication at a particular time or under particular circumstances, a professional staff member or lay employee under the direction of a school nurse, may administer such medication in strict accordance with the instructions mentioned in the aforementioned note.

The application of immediate first aid procedures is acceptable for the immediate comfort of a child, with the staff using universal precautions regarding blood borne pathogens. However, do not hesitate to ask for assistance from the office.

Substitute Procedures

In case of illness, teachers, paraprofessional and related service staff are to **call the office (630) 553-5833 to report absences. If after hours, please call (630) 553-5833, and then dial 145, leave a message.** In your message, please include the school you are assigned, individual student if you are an individual paraprofessional and classroom teacher. If you need to leave during the school day due to illness, you must call Jeanne Leifheit at the central office prior to leaving your building.

All sub calls must be made as soon as possible, preferably no later than 6:00 a.m.

Paraprofessional Reassignments

Individual paraprofessionals who have a student not in attendance must **call Jeanne Leifheit at (630) 553-5833 to be reassigned.** This is still a work day for individual paraprofessionals. Teachers who have supervisory responsibility for the paraprofessional should monitor their reassignment.

Paraprofessional

Job Description

Title: Paraprofessional

Report to: Director of Special Education, Assistant Director
Coordinator and teacher

Function: To provide direct supportive services to special education
Programs, students and teachers

Responsibilities:

1. Provide individual and group instruction to students as directed by the classroom teacher
2. Assists with monthly schedule, which allows regular contact with building personnel and has sufficient flexibility
3. Assists with strategies for maintaining a classroom environment conducive to effective learning and assists with effective teaching methods of instructional techniques appropriate to the maturity, interests and needs of the students.
4. Assists appropriate professional staff members regarding student's educational programming
5. Assists appropriate resource personnel to improve/enhance a student's program
6. Assists with written and verbal communication regarding assigned student(s)
7. Assists with strategies for maintaining orderly classroom behavior on an individual and group basis
8. Assists teacher in teaching classroom behavior standards, rules, discipline procedures, rational and consequences

9. Assists teacher so student interactions occurs in a mutually respectful and friendly manner
10. Provides adult supervision in the classroom, hallways and bathroom
11. Respects and maintains confidentiality of students matters in discussion with other staff members and parents
12. Demonstrates care in the use of materials, equipment and facilities and exercises care for the health and safety of students and other school personnel
13. Performs other duties as indicated by student schedules and daily differential programming as assigned by the teacher
14. Arrives at school on time and is prepared to assist in the classroom
15. Is punctual and consistent in meeting assigned students, teachers, meetings, classes, building and cooperative meetings and assignments
16. Exhibits professionalism and commitment through punctuality and attendance
17. Other duties as assigned by the Director, Assistant Director of Special Education and or KCSEC Coordinator

Evaluation schedule of paraprofessionals:

1st 4 years

- Evaluated 2 times per year (November and February)

In the 5th year of service with a rating of excellent or satisfactory

- 1 evaluation per year must be completed

Rating of unsatisfactory

- 2 times per year (November and February)

Additional evaluation may be completed at the teacher's discretion

PARAPROFESSIONAL SKILLS

Personal Characteristics:

- Flexibility
- Patience
- Problem-solving skills
- Effective communication skills
- Consistency in the expectations for students
- Responsible
- Self-initiative
- Awareness of safety conditions
- Ability to collaborate
- Diplomacy
- Promptness
- Understanding of team dynamics
- Desire to further own knowledge and skills through participation in workshops or in-services
- Ability to maintain professional standards
- Ability to prioritize needs of students and classroom
- Ability to relate to and genuinely enjoy working with children

Technical:

- Ability to lift and transport students safely
- Knowledge of the use and maintenance of equipment
- Knowledge of disabilities and their implications on the education of the student
- Knowledge of characteristics of children at specific age levels and appropriate expectations and activities
- Knowledge of the teaching methods
- Knowledge of behavior management techniques appropriate for different grade levels
- Understanding and knowledge of IEP goals for each student

Facilitating student involvement:

- Facilitation skills are needed to set the stage for success and foster independence
- Ability to make adaptations
- Ability to build and foster a positive self esteem
- Knowledge of how and when to encourage student participation
- Ability to aid in communication with peers and teachers
- Knowledge of the schedule of the student and the class

Confidentiality

Confidentiality means all information about students and their families is kept private between teacher and the paraprofessional

Maintaining confidentiality can be difficult. Sometimes, educators are drawn into situations that appear harmless at the onset.

In order to protect the rights of students and parents, a paraprofessional must know and practice appropriate ethical behavior.

Paraprofessionals are required to maintain confidentiality and protect the rights of student's due process, dignity, privacy and respect.

The following general guidelines regarding confidentiality should be kept upper most in one's mind:

1. Discuss a student's performance and/or concerns with only those staff members serving the student. (A teacher's lounge is not an appropriate place to share information.)
2. Parent's questions about their child are to be directed to the teacher.
3. The paraprofessional should not question KCSEC or school policies in the presence of students.

Maintain confidentiality about all personal information and educational records concerning students and their families.

Confidentiality must be maintained because of federal laws, state regulations, and KCSEC policies.

Respect the legal and human rights of children and their families.

Follow district policies for protecting the health, safety and well being of children.

Only teachers have direct access to student records.

Demonstrate respect for individual differences.

Rodgers-Rhyme, A. (1996). Piecing Together the Paraprofessional Puzzle: Wisconsin Edition. Onalaska, WI: Cooperative Service Agency #4

Code of Ethics

Ethical Responsibilities:

Paraprofessionals must demonstrate honesty, loyalty, dependability, cooperation, accountability and a willingness to learn. The following is a suggested code of ethics for Paraprofessionals.

Relationship With the Teacher:

- Recognize the teacher as your supervisor.
- Establish communication and a positive relationship with the teacher.
- When problems cannot be resolved, contact the program coordinator (553-5833).
- Discuss concerns about the teacher or teaching methods directly with the teacher. Do not undermine the teacher(s) through gossip or side talking.

Relationship With the School:

- Engage in behavior management strategies, which are consistent with standards established by the local school district.
- Accept responsibility for improving your skills.
- Know and follow KCSEC and school policies and procedures.
- Represent the school in a positive manner.

Accepting Responsibilities:

- Help to see the best interests of individual students are met.
- Recognize the teacher has the ultimate responsibility for instruction and management and follow the prescribed directions.
- Engage only in instructional and non-instructional activities for which you are qualified or trained.
- Refer concerns expressed by parents, students or others to your supervising teacher.
- **Do Not** communicate progress or concerns about students to parents. All communication should be between the teacher and the parents.

Relationships With Students and Parents:

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

Supervisors' Expectations of Paraprofessionals

Paraprofessionals Shall:

1. Have a good attitude toward the school and its personnel
2. Like and respect children
3. Have a desire to work with children
4. Be sensitive to the feelings and needs of children.
5. Have a good sense of humor.
6. Be dependable in promptness and attendance
7. Reliable in job performance
8. Discreet in confidential matters
9. Be able to assist in the instructional process
10. Share perceptions of students' progress and needs
11. Be able to perform non-instructional duties such as record keeping, classroom maintenance, preparation of bulletin boards and learning materials.
12. Be able to give help and assistance without being asked
13. Use good sense when unusual situations arise

14. Participate in training to develop skills and become a more effective paraprofessional

15. Believe that the paraprofessional and teacher should be a working team

PARAPROFESSIONALS' EXPECTATIONS OF SUPERVISORS

Supervisor's Shall:

1. Realize the value of the role paraprofessionals play in education
2. Promote the teaming process between paraprofessional and teacher
3. Be sensitive to the feelings and needs of children
4. Provide educational leadership
5. Include paraprofessionals in planning
6. Provide meaningful assignments and clear directions
7. Explain the rules for student behavior and provide support
8. Give honest feedback and evaluation of performance in a confidential manner
9. Acknowledge good performance
10. Have a good sense of humor
11. Offer suggestions for improvement as needed
12. Respect individuality; recognize and utilize individual talents in classroom activities
13. Accept the paraprofessional as a member of the school staff, both professionally and socially.

14. Keep all information confidential

15. Inform the paraprofessional of training opportunities and encourage participation

ENTHUSIASTIC TEAMING

Commandments for Enthusiastic Teaming:

- Do everything with enthusiasm - it's contagious.
- Believe in what you are doing and never give up.
- Help each other be right, rather than wrong.
- Look for ways to make new ideas work, rather than for reasons they won't.
- If in doubt, check it out, rather than making negative assumptions.
- Help each other win and take pride in each other's victories.
- Speak positively about each other and your organization at every opportunity.
- Maintain a positive mental attitude no matter what the circumstances.
- Act with initiative and courage as if it all depends on you.
- Have fun-enjoy what you are doing.

Roles and Responsibilities

- Roles:

The fundamental role of the paraprofessional is to develop the child's independence and ability to learn. The special education Paraprofessional is specifically charged with making adaptations and assisting, as needed, to ensure that students with disabilities are able to participate as fully as possible in all educational activities. Paraprofessionals are members of the educational team. Paraprofessionals may be asked to assist with some of the more routine classroom duties when their services are not directly needed by students with disabilities,
- Responsibilities:
 1. Classroom Adaptations:
 - Fostering student involvement in all classes.
 - Fostering independence.
 - Creating adapted materials.
 - Manipulating materials.
 - Implementing special programs to address specific needs.
 - Facilitating organizational skills.
 - Reading and writing for students.
 - Keeping students on task.
 - Assisting with seating and positioning.

2. Social Skills:
 - Directing and facilitating appropriate social interaction and behavior.
 - Implementing behavioral management programs.
 - Facilitating direct communication between the student and teachers or peers.

3. Enhancing Student Self-esteem:
 - Encouraging students to be involved in meaningful activities that contribute to their classroom, school and community.
 - Accepting of students as valued individuals.
 - Using frequent positive verbal praise.
 - Focusing on the student's abilities versus their disabilities.
 - Giving students responsibilities in sequence to facilitate success at each level.
 - Recognizing student's achievements in front of their peers.

4. Student Supervision:
 - Responsible for supervision of students during rest time, lunch duty, recess, entering and leaving school.

5. Personal Care:
 - Toileting
 - Feeding
 - Changing
 - Lifting and transferring
 - Transporting

6. Communication:
 - Acting as a link between regular and special education professionals by reporting student progress or concerns to appropriate program staff.
 - Sharing student needs with team and getting help from the appropriate professionals to address these needs.

7. Other activities when not directly engaged in assisting students:
 - Act as an overall helper for the class and teacher.
 - Helping in general classroom cleanup, set up, clerical and organizational activities.

8. Substitute File:

- The Paraprofessional is responsible for providing an UP TO DATE schedule of daily duties and responsibilities for use by substitutes when the Paraprofessional must be absent from school. The following information should be included in this substitution file:
- Daily time schedule and locations.
- A brief description of the students for whom you are responsible.
- Information about adaptive equipment and special needs.
- Names of teachers with whom they will be working.

** See Handbook Section: Substitute Paraprofessional Folder Information

*****Please consult with the classroom teacher when completing the Sub folder.

- 2 Sample Forms are included:
 - Guide for Creating the "Substitute Paraprofessional" Folder
 - Substitute Paraprofessional Responsibilities

Communicating and Working with Students

- Speak to students in a patient respectful manner. Many students take adult comments literally and do not understand sarcasm.
- Keep your voice soft when speaking to a student(s) during the teacher's presentation of a lesson. It is very difficult for the teacher to teach a lesson or for students to stay on task if there are distractions.
- Use professional appropriate language when speaking to students or team members.
- Allow student's enough time to process your directions or prompts before repeating your request. Some students require up to 60+ seconds before answering you or performing the required task.
- Discuss specific student needs, discipline issues, and staff concerns when students are not in the room.
- Teachers will direct student activities. Be aware of the teacher's expectations and requests of the student(s).
- Assist the student(s) to do the best job they can do. Teachers need to see how the student is performing an assigned task. The goal isn't to change the task; it is to enable the student(s) to independently perform the task as well as they can.
- Encourage students to always do their best work even if the assignments appear to be somewhat challenging, a review of learned skills, too easy or just plain tedious.
- Encourage on-task and appropriate student behavior with nonverbal prompts (i.e. redirect attention with soft touch to shoulder, pointing to teacher, touching the paper or book on their desk).

- If the student(s) is/are unable to perform an assigned task, ask the teacher for input in order to modify the task.
- Encourage interaction with other students in the school, inclusion classroom(s), art, music, PE, computer lab, field trips, etc. It is a great opportunity for all students!
- It is the special education or regular ed teacher's responsibility to discipline student(s) in their classroom. The teacher will share the behavior plan with the classroom aide. If this does not occur within the first few weeks of school, ASK!
- It is the inclusion teacher's responsibility to discipline student(s) in their classroom. Unless there is an immediate safety issue, do not discipline students in the inclusion classrooms.
- Share inclusion class information with the special education teacher, intervention manager in a timely manner, daily/weekly, i.e. homework assignments, upcoming projects and or tests, field trips, modification strategies, discipline issues).
- Consult with special education teacher/intervention manager if you have questions about curriculum, modification strategies, discipline issues, etc. in any classroom. It is the teacher(s) responsibility to discuss these issues with the team as needed.
- If your student(s) is/are capable of completing a task independently, offer your assistance to the classroom teacher by assisting other students in the class, providing review lessons, grading papers, coloring, laminating, cutting out, putting up bulletin boards, making folder games, making copies of worksheets or notes, writing out math problems, reading tests to students, cleaning tables/equipment, setting up activities, filing, grading papers, organizing closets, straightening shelves, watering plants, cleaning up art activities, reading books aloud, well...you get the picture!
- Be aware of all of the different pieces of equipment that are used in the classroom. Paraprofessionals are to wipe down all equipment, mats, toys, switches and desks on a daily basis. Wash feeding gear daily.
- Notify teacher when supplies need to be replenished; gloves, wipes, diapers, straws, bibs, extra sets of clothes, snacks, cleaning supplies, etc.

Curriculum Adaptations

While it is the responsibility of the teacher to determine the teaching methods or strategies that will be used to help each student achieve the instructional objectives set for them, it is the responsibility of the paraprofessional to assist in the implementation of these adaptations.

One way to consider curriculum adaptations is to use a curriculum modification ladder

- Can the student do the same tasks as peers? (i.e. spelling lists, math problems) **if not...**
- Can the student do the same activity but with adapted expectations? (Ex. Dictating answers, oral tests and quizzes, fewer problems, short answers) **if not...**
- Can the student do the same activity with adapted expectations and materials? (Ex. Matching words to pictures, using ink stamps for numbers) **if not...**
- Can the student complete a similar activity but with adapted materials? (Ex. Computer spelling program/math computer games) **if not...**
- Can the student do a different parallel activity? (Ex. Learn a computer typing program, learn to use word processing with spell checker, write in or put pictures in a journal, match number cards with objects, math folder games) **if not...**
- Can the student do a different activity in a different section of the room? (Ex. Alphabet/number/objects flashcards) **if not...**
- Can the student do a functional activity in another part of the school? (Ex. In the library, kitchen, gym, another room doing helper tasks with same age or younger peers) **if not...**

Adaptations for Physical Activity

- Make playing area smaller
- Adjust time limit
- Add additional stops in games requiring running or movement
- Use lighter equipment
- Use peers as helpers
- Modify skill use during game (i.e. carry ball and walk instead of run)
- Adjust distance requirements of activities
- Lower nets/baskets/goals
- Enlarge nets
- Use brightly colored equipment
- Use softer equipment (balloons (check to be sure that student(s) are not latex sensitive), nerf balls, yarn balls, etc.)
- Use beeper balls
- Change the size of the ball used in a game (a slightly deflated ball is easier to handle)
- Change site where ball is thrown from
- Mark foot placement with colored tape or footprints
- Lower net during volleyball games
- Have all students sit on the floor when playing games

Recess

School recess is an important activity during the school day. Sometimes recess is taken away for inappropriate behavior or unfinished school assignments. Since "movement" is a very important component in the majority of special education students' IEP's, missing recess should not be considered as a consequence for undesirable behavior.

- If possible, let students play independently. Assist as needed.
- Encourage students to play with students from different classrooms.
- Start with smaller climbing structures and playground equipment. Provide physical assistance as needed. When students become more comfortable and confident with the equipment, try other playground equipment to provide new challenges.

Fine Motor Activities

Encourage students to ask for assistance as needed. Fine motor adaptations include:

- Pencil grips
- Small koosh balls held in the palm of the hand while writing to open up closed web space.
- Mechanical pencils to encourage students to write with a softer touch
- Use highlighted lines to assist student with line adherence while writing
- Change height of desk and/or chair
- Taping paper to a desk top 45 degree angle to encourage bilateral hand stabilization
- Using popsicle sticks or finger to encourage appropriate letter and word spacing
- Use slant board with clip for stabilization of paper
- Use weighted pencils
- Use an easel to write on
- Provide a written model at the desk for student to look at (i.e. DOL) Near-point model
- Use larger sized crayons, markers and/or built up pencils
- Use wrist weights when writing
- Type assignments on the computer
- Dictate assignments to an aide, peer, teacher (written or on computer)
- Provide copy of class notes
- Tape record assignments
- Have students write spelling words $\frac{1}{2}$ the amount of times as the class assignment
- Use stamps to complete spelling assignments
- Read test aloud
- Use a calculator
- Multiplication grids
- Use graph paper for lining up math problems
- Manipulatives
- Write out problems for the student
- Enlarge worksheets
- Scan worksheets into computer
- Assist student when using combination lock, push button lock or key lock

ART

- Cut out difficult pieces prior to the class
- Have a visual of each step and make the project with the class
- Use colored glue, yarn, wikki-stix, or popsicle sticks to mark a drawing pathway
- Use contrasting colors
- Use graph paper to draw diagonals, mark corners with dots
- Highlight cutting lines with a highlighter
- Consider weight of paper, the thicker the easier

Music

- Consider the type of music used, individual students may respond differently
- Vary seating (use carpet squares to denote "their" space)
- Provide headphones
- Teach movements to go along with the song
- Break student up in small groups

Organization

- Fill out student homework assignment if needed
- Assist student when putting papers into different organizational folders
- Use a calendar to map out when assignments are due
- Assist student when cleaning out their desk
- Assist student when placing materials needed for homework in book bag
- Encourage students to be responsible for their materials
- Encourage student to use checklists as needed
- Monitor assignment sheets
- Encourage classroom buddies
- Teach students memory aides

Allow the student to experience the consequences of their forgetfulness

Adaptations & Adaptive Equipment

- **An adaptation** is any adjustments or modifications in the environment, instruction or materials used for learning that enhances the person's performance or allows at least partial participation in an activity.
- **Adapted Curriculum** is curriculum that includes the same content and to some extent the same sequence as the general education activities. Adaptations may also focus on access to general education through such methods as,
 - Signing
 - Braille tests
 - Computer / software
 - Augmentative devices

Remember...

The teacher, case manager, adaptive PE teacher, occupational/physical therapist will determine adaptations. You are responsible for the implementation of these adaptations. The teacher, case manager and/or therapists will provide training in the implementation of the necessary adaptations.

Physical Education

Everyone can be successful in physical education. In order to include learners with disabilities in a regular PE setting, school staff must create an environment in which students will experience success and be an active, rather than passive participant in PE activities.

What is adapted physical education? Adapted physical education is developmentally appropriate physical education. It is adapting, modifying and/or changing physical activity so it is appropriate for a person with a disability as it is for a person without a disability.

Although special education students should be expected to maintain the same quality of work as their non-disabled peers, certain considerations should be given regarding the amount of time needed by certain students to complete tasks, especially those requiring motor movements.

Students using wheelchairs, crutches, or other prosthetic devices need to become as independent as possible. This means that these students should be given opportunities to do things for

themselves, even when it requires more time and effort to do so. Assist with physical manipulation of the student when needed, (i.e. moving wheelchair around the bases during a baseball game).

Strategies for Adapted PE

- Keep directions short & simple
- Face student and look directly in the eye
- Use simplified language
- Demonstrate desired movements
- Allow time for students to practice
- Stress safety rules
- Provide clear, progressive and sequential activities
- Provide positive feedback
- Keep activities structured
- Control noise levels in the gym/activity area
- Know nature of disabilities
- Have medical clearance

A Checklist for Mentoring the Paraprofessional

Teacher: _____

School: _____

Paraprofessional: _____

Assignment: _____

- Teachers, schedule time to meet with your paraprofessional(s) to discuss sections of the handbook & work through the items on the checklist. Each staff member should have their copy.

- A Checklist for Mentoring the Paraprofessional should be completed within the first 30 days of employment. Please sign and return the attached Letter of Assurance form to the Cooperative upon completion.

Section A: Learning School Policies & Procedures

Name of Teacher _____

Name of Coordinator _____

Name of Principal _____

Name of Secretary _____

Name of Custodian _____

Name of Nurse _____

Names of Gen. Ed. Teachers _____

Names of related staff team members and their roles:

➤ OT _____

➤ PT (lifting, adaptive equipment, daily programs) _____

➤ SLP _____

➤ Vision Itinerant _____

➤ Hearing Itinerant _____

➤ APE Teacher _____

➤ Assistive Tech _____

- Intervention Manager _____
- Music Therapist _____

Map of the school building

Tour of the school building if needed

Copy of school parent/student handbook

District Calendar

KCSEC color-coded work contract calendar

KCSEC Handbook www.kcsec.org (look under documents)

KCSEC Policy Manual www.kcsec.org (look under documents)

Section B: General Information

Orientation Checklist

- Class schedule (Update as needed)
- Your schedule (Update as needed)
- Your hours - # of contract hours _____
- Break time _____
- Lunch time – 30 min duty free _____
- Assigned duties outside of the classroom (i.e. lunchroom, bus, playground)

Evaluation Form

- Who does your evaluation? _____
- When are the evaluations done? _____
- Copy of evaluation form

Attendance Policy

- Procedure for absences
 - Name of sub caller _____
 - Classroom phone number _____
 - KCSEC phone number [\(630\) 553-5833](tel:6305535833) _____
- When should you call? _____
- Which team members should you call? _____

Attendance at staff meetings

Email address & how to access it _____

Attendance at open houses, special events, etc.

Section C: Maintaining Ethics & Professionalism

- Maintain your own wellness, composure, and emotional stability while working with students and staff.
- Present yourself as a positive role model.
- Share relevant and accurate information that might impact your job performance with your team members.
- Participate in regularly scheduled staff meetings as requested.
- Understand the value of the team approach (chain of command).
- Follow the directions of the supervising teacher and other licensed staff.
- Maintain confidentiality
- Respect students
- Respect parental rights
- No cell phone use
- No personal e-mail or computer use

Section D: Communication

Appropriate Communication With:

- Students
- Supervisor
- Building Personnel
- Staff
- Parents

_____ **Communication of student needs** (academic and behavioral with general education teachers and building personnel)

_____ Discuss any concerns with your supervising teacher.

_____ Refer concerns expressed by parents, students, or other staff to your supervising teacher.

_____ Procedure when you feel problems cannot be resolved

Section E: Supporting Curriculum & Instruction

_____ Implement teacher developed instructional strategies

_____ Implement teacher designed lesson plans

_____ Assist teachers with individual learning activities whenever requested

_____ Be aware of the different methods used by teachers to accommodate a learner's needs.

_____ Assist teachers with modifications and accommodations for students with special needs.

_____ Use of assistive technology in the classroom supporting curriculum

_____ Be aware of how different learning styles affect the performance of individual children.

Section F: Dealing with Student Behavior

_____ Use positive behavior management strategies.

_____ Be aware of teacher's plan for addressing inappropriate behavior.

_____ Understand effective strategies for dealing with verbal outbursts.

_____ Understand effective strategies for dealing with other forms of non-compliance.

_____ Assist in implementing individual behavior plans under teacher direction.

_____ Avoid the use of physical management.

_____ When all else fails, ask for help from the teacher.

Section G: Assisting Students with Special Needs

_____ Request general disability information if you do not understand the characteristics of the disability.

_____ Participate in training sessions provided by related services personnel as needed.

_____ Implement treatment plans as directed by therapists.

_____ Follow universal precautions when toileting students, addressing an injury when blood is present, or when changing or hooking up a feeding tube.

_____ Respond to medically related needs of students, understands and follows emergency plans as directed by school nurse.

_____ Providing personal physical care to students.

_____ Reminding students to follow personal hygiene and safety practices.

_____ Monitoring physical environment for safety.

Section H: Performing Assigned Tasks

_____ **Goals of the team and your role in helping to achieve those goals**

_____ **Your role in classroom organization**

- _____ Preparing/organizing instructional materials
- _____ Maintaining equipment
- _____ When teacher is absent

_____ **Your role in building activities**

- _____ School safety procedures – Fire Drill, Tornado Drill
- _____ Monitoring the lunchroom, playground, hall, bathrooms
- _____ Accompanying students to art, music, and PE
- _____ Accompanying students to OT, PT, SLP
- _____ Transferring students on and off the bus (arrival/dismissal policies)

_____ **Your role regarding clerical duties** (When students are not in attendance)

- _____ Attendance
- _____ Preparing materials/copying.
- _____ Collecting money (books, milk, lunch, school activities)
- _____ Checking student work for completion
- _____ Collecting homework

Section I: Obtaining Training & Professional Development

_____ Check KCSEC website to find out what staff development will be available to you.

_____ Attend building/cooperative in-services as directed by supervisors.

_____ Understand educational jargon and terminology. Ask questions if you do not understand a term. ***See Handbook

Kendall County Special Education Cooperative

Paraprofessional Performance Evaluation

Employee: _____ Date of Evaluation: _____

Building: _____ Job Title: _____

Type of Evaluation: _____ November _____ February _____ Other

*** Return a signed copy to your Coordinator**

Excellent: Shall mean consistently meets job requirements and on numerous occasions exceeds them. Assignments and responsibilities are being accomplished in an effective manner with only general guidance and occasional supervision. This professional employee produces tangible results, which always meet normal standards of the job and sometimes exceeds them.

Satisfactory: Shall mean performance meets expectations of the experienced school district employee. Performs all aspects of the description and consistently meet job requirements. Assignments are being accomplished effectively with a minimum amount of supervision and direction. Employee is producing acceptable tangible results, which at least equal the normal standards of the job.

Unsatisfactory: Shall mean the employee is unable to meet job requirements. Performance is well below standards and not acceptable. Requires continual close supervision and direction. Employee is producing inadequate results, which require formal remediation.

Please mark the following qualifiers using:

E = Excellent S = Satisfactory U = Unsatisfactory N/A = Not Applicable

*** If an area is marked *Unsatisfactory*, please write in the *Comments* section.**

Quality of Work

_____ Excellent

_____ Satisfactory

_____ Unsatisfactory

1. _____ Produces quality work
2. _____ Attends to students' needs
3. _____ Recognizes individual learning styles
4. _____ Reports findings to classroom teacher
5. _____ Manages student behavior effectively
6. _____ Is familiar with classroom technology
7. _____ Follows directions
8. _____ Performs other duties as assigned
9. _____ Accepts suggestions
10. _____ Is willing to learn new techniques
11. _____ Is cooperative; works well with supervisor and others
12. _____ Assists with strategies for maintaining a classroom environment conducive to effective learning
13. _____ Assists students using methods appropriate to the needs of the students
14. _____ Assists appropriate resource personnel to improve/enhance a student's educational program
15. _____ Assists with strategies for maintaining orderly classroom behavior on an individual and group basis

Comments:

Quantity of Work

_____ **Excellent**

_____ **Satisfactory**

_____ **Unsatisfactory**

1. _____ Performs assigned duties
2. _____ Assist in the educational process and to share perceptions of student progress and needs with appropriate staff members
3. _____ Performs non-instructional duties such as record keeping, correcting papers, copying materials, classroom maintenance, and preparation of bulletin boards and learning materials
4. _____ Gives help and assistance without being asked
5. _____ Recognizes that the teacher is responsible for student discipline
6. _____ Participate in training to develop new skills
7. _____ Provides individual and group instruction to students as directed by the classroom teacher
8. _____ Provides adult supervision in the classroom, hallways, lunchroom and bathroom
9. _____ Assists appropriate professional staff

Comments:

Communication Skills

_____ **Excellent** _____ **Satisfactory** _____ **Unsatisfactory**

1. _____ Communicates appropriately with others
2. _____ Respects and maintains confidentiality of student matters in discussion with other staff
3. _____ Maintains professional relationship with parents, students and staff
4. _____ Refers parents to the teacher to share their questions and concerns
5. _____ Demonstrates tactfulness with public
6. _____ Interactions with students occurs in a respectful and friendly manner

Comments:

Reliability/Responsibility

_____ **Excellent** _____ **Satisfactory** _____ **Unsatisfactory**

1. _____ Exhibits professionalism and commitment through punctuality and attendance
2. _____ Consistent in meeting assigned students, teachers, meetings, classes, building and KCSEC meetings and assignments
3. _____ Is punctual and is prepared to assist in the classroom or with assigned student
4. _____ Maintains acceptable attendance record
5. _____ Observes time requirements of job
6. _____ Is dependable and reliable in job performance
7. _____ Discreet in confidential matters
8. _____ Exhibits a good attitude toward the school and its personnel, likes and respects children and has a desire to work with them
9. _____ Is sensitive to the feelings and needs of children
10. _____ Uses good sense when unusual situations arise
11. _____ Demonstrates care in the use of materials, equipment and facilities
12. _____ Exercises care for the health and safety of students and other school personnel

Comments:

Initiative

_____ **Excellent** _____ **Satisfactory** _____ **Unsatisfactory**

1. _____ Uses time effectively and efficiently
2. _____ Dresses appropriately for position
3. _____ Assists others willingly
4. _____ Works well independently
5. _____ Seeks clarification or assistance as needed
6. _____ Reacts appropriately to emergencies
7. _____ Performs other duties as indicated by student schedules and daily differential programming as assigned by the teacher

Comments:

Overall Rating and Recommendations

_____ **Excellent** _____ **Satisfactory** _____ **Unsatisfactory**

Comments:

Sub Folder _____ **Complete** _____ **Incomplete** _____ **Not applicable**

Supervisor's Comments:

Employee Comments:

Supervisor's Goals for Paraprofessional:

Employee's Goals:

Employee acknowledgement:

I have reviewed this document and discussed the contents with my supervisor. My signature signifies that I have been advised of my performance status and does not necessarily imply that I agree with the evaluation.

Employee Signature	Date	Supervisor Signature	Date
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Kendall County Special Education Cooperative

Universal Precautions for School Management of Infectious Diseases

Prevention of infectious diseases depends on the basic principles of cleanliness and hygiene. These guidelines will be helpful in establishing and maintaining a safe, healthy school environment. **Frequent hand washing is essential in the prevention of diseases.** The transmission of infectious diseases may be prevented by using standard procedures to maintain both personal and classroom cleanliness and by monitoring the actions of suspected and known infected students. **The following procedures should be used at all times when providing care for all students regardless of the infectious disease status. (It is better to assume that everyone is infected)**

Personal Cleanliness

Frequent hand washing is essential in the prevention of diseases. There is no effective substitute for soap and water.

Wash your hands:

- Before eating, drinking, handling clean utensils or equipment
- Before and after handling food
- Before and after assisting or training a student in toileting
- Before and after assisting or training a student in feeding
- After using the bathroom
- After contact with any body secretions (your own or someone else's)
- After handling soiled diapers, personal items, equipment, or waste products
- After caring for any student, especially those with nose, mouth, or ear discharge
- After cleaning any area which has been soiled by and body fluid (blood, urine, vomit, etc)

Protective Strategies

Vinyl gloves should be worn when there is a possibility of coming in contact with any body fluids. Other strategies include, but are not limited to, the following:

- Keep hands away from face, mouth, nose, and eyes
- Keep finger nails clean and trimmed
- Do not share personal care items (i.e. combs, nail files, clippers, etc.)
- Refrain from kissing or being kissed by students
- **It should be common practice to carry gloves in your pocket when on playground duty, lunch duty, or other school activities where cuts, etc. are likely to occur.**

A blood borne exposure is when you have come in contact with any body fluid and you have an opening through which bacteria virus, etc., can enter your blood system. **Should a blood borne exposure occur, you should contact Kendall County Special Education Cooperative central office for follow up.** There is a procedure in place, which would need to be followed, and detail of the procedure would be provided at that time.

Guide for Creating the "Substitute Paraprofessional" Folder

*****Please consult with the classroom teacher when completing this packet.*****

Name of Student: _____ Date: _____

Name of Teacher: _____ Grade: _____

Update each quarter

Student's Current Schedule:

- Name of class
- Room numbers
- Teacher names
- Short summary on how to assist student in different settings
- Update schedule QUARTERLY or as needed

Copy of bell schedule

Map of school layout

Bus Duty:

- Times to meet the bus
- Where to meet the bus
- Bus numbers

Student Lunch Duty:

- Time
- Student needs

Paraprofessional Lunch Break:

- Time
- Length of break
- Where to eat

Recess Duty:

- Student needs
- Need key?
- Whistle?
- Copy of class list

Restroom Duties:

- Location
- Supplies
- Procedures

Location of locker, locker # and combination if needed:

Equipment & positioning Schedule as appropriate:

- Training available by OT/PT

Copy of Emergency Plan:

- Teacher/nurse & parent will develop the emergency plan

CC: Copies of finished plans to Classroom Teacher and/or Case Manager and/or Counselor Regular Ed Teacher,
Paraprofessional Folder, JH/SH Student Locker

Substitute Aide Responsibilities 2007-08

Name of Aide: _____ School: _____

Name of Student: _____ Grade: _____

Student Disability: _____

Teacher: _____

Reg. Ed. Teacher(s): _____ Room: _____

Room: _____

Student Needs:

Meet the AM bus: Time: _____ Location: _____

Academic Needs: _____

Handwriting: _____ Computer: _____

Lunch Time: _____ Needs: _____

P.E. Needs: _____

Art Needs: _____

Restroom Assistance Needed: Yes No Gloves: Yes No

Cleaning Supplies: Yes No Location: _____

Meet the PM bus: Time: _____ Location: _____