

Waynesville R-VI School District
Waynesville, Missouri

2023-24
Paraprofessional
Handbook



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Responsibilities of the Paraprofessional

The primary responsibility of a paraprofessional (instructional assistant) is to assist the teacher(s) with specific instructional, classroom, and child-care activities. The paraprofessional is always supervised by a teacher. The paraprofessional is responsible for the duties which are assigned by the teacher(s) and administrator(s). The supervising teacher will work with the paraprofessional in developing programming and modifications for children assigned to the teacher's classroom. All students will be provided instructional time each day by the teacher as well as the instructional assistant. A collaborative working relationship between the teacher(s) and the paraprofessional incorporating teamwork, flexibility, and communication is very important for the success of the student.

See the Job Description included in this handbook.

Number of Work Days

Paraprofessionals are to work a total of 181 days.

Please see the "Paraprofessional Work Days" calendar.

Duty Time/Absence from Duty

Duty time for instructional assistants at the early childhood and elementary schools is 7:30 a.m. to 4:00 p.m. Duty time at the middle and high school level is from 7:00 a.m. to 3:30 p.m. The paraprofessional's schedule will include a 30 minute lunch break and two 10 minute breaks—one in the morning and one in the afternoon.

The instructional assistant is employed for more hours each day than a teacher. The supervising teacher is responsible for providing work activities for the teacher assistant during the time the teacher is not in the classroom. Tardiness or leaving early (except for approved sick leave or business leave) will result in action by the building principal or supervising administrator.

If it is necessary to be absent, the paraprofessional should call the building principal or designee before 6:00 am (or by the time designated by the building principal) so a substitute assistant can be contacted.

If it is necessary to leave early, permission must first be secured from the building principal. After receiving permission from the principal, the instructional assistant should inform the supervising classroom teacher and the office personnel.

The paraprofessional should never leave the worksite without first obtaining permission from the supervising administrator or designee.

Job Description/Duties

See the Job Description included in this handbook.

Other duties may be assigned, as needed, by the supervising teacher or administrator. A paraprofessional should never supervise students without a teacher in the room unless the paraprofessional is certificated annually as a substitute teacher. To apply for a Substitute

Certification of License to Teach, the applicant must complete the application form and submit a small (cash) fee. All paraprofessionals must be fingerprinted. Please contact the Personnel Services Office to obtain the Application for a Substitute Certification of License to Teach Background Check Form.

Casual professional dress is acceptable. Jeans may only be worn on special days as designated by the supervising administrator. Tank tops, low-cut tops, shorts, or other inappropriate apparel for the school setting are unacceptable.

The Waynesville School District has a firm belief that all employees are entitled to work and all students are entitled to learn in an environment free of all forms of harassment, exploitation, or intimidation. Based on the belief, the school prohibits any form of sexual harassment involving any of its employees in the employment relationship or any of its employees in an employee relationship with a student. Similarly, the school prohibits any student from sexually harassing an employee or another student. Sexually explicit language, sexual jokes or innuendoes, flirtations, ridiculing or insulting remarks as well as other behaviors can constitute a hostile working environment and can be viewed as sexual harassment. Employees are strongly urged to report in writing any form of sexual harassment—without fear of reprisal—to the director of personnel services.

Professional Development Responsibilities

Professional development activities are emphasized for the special paraprofessional. As a State requirement, paraprofessionals are required to complete 15 hours of in-service during their first six months of hire. After the first year, all paraprofessionals must complete 10 hours of in-service training within each school year. It is the responsibility of the paraprofessional to enter their professional development hours into Frontline Education - Professional Growth.

The instructional assistant may attend and use the teacher professional development sessions provided during the school year if sessions are provided specifically on special education, reading, or behavioral topics. Before a paraprofessional attends the half-day session, permission must be obtained from the principal/supervising administrator to count the hours toward in-service time.

Hours for college credit can also be utilized for professional development time if the class is specific to one of the following areas: special education, paraprofessional training, classroom assignment modifications, reading strategies, or behavioral strategies. All classes must be approved by the principal or supervising administrator before being used as professional development. The class must be completed in order to count towards professional development. Each college credit equals 15 hours of professional development.

It is necessary for paraprofessionals working with ED or ID/Autistic students to receive CPR and/or CPI (restraint training) as a job requirement.

- Paraprofessionals working with students who have significant behavior concerns (ED students) will be required to complete a restraint training course each year. Please remember you are not to restrain or assist in restraining a student unless you have been trained.
- Paraprofessionals working with students who have significant health concerns or who are at an increased risk for choking are required to complete a CPR class on the schedule recommended by the American Heart Association (every 2 years).

You can register for CPI/CPR trainings through Frontline (MLP). If you have questions concerning MLP please contact Special Services. Other CPI/CPR courses may not be offered throughout the school year so you will need to take what training you need at the beginning of the school year.

Chain of Command

If there is a challenge with a situation on the job, follow the chain of command to attempt to resolve the issue. The supervising teacher should be consulted first. If resolution of the situation has not been attained, the paraprofessional should discuss the situation with the counselor or building special education coordinator next (if it is a special education issue). The building principal should be contacted if there continues to be a problem. The special services director or the assistant superintendent for personnel services should be contacted only after all building personnel has been unable to resolve the challenging issue.

When personnel are not fulfilling job responsibilities, the principal or supervising administrator will be contacted and job targets may be implemented.

Recognition of or Celebrations for Assistants/Aides

Any recognition of paraprofessionals or celebrations for paraprofessionals will be provided at the determination of the building principal or supervising administrator.

Responsibilities within the Classroom Environment

The mission of the paraprofessional is to help to provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and resource materials. General classroom rules should be observed at all times which include using quiet voices, attending to the students' needs, knowing the teachers' discipline policies, and giving necessary assistance only when needed to allow the students to function independently. Too much help is not beneficial to the students.

Limit discussions between adults to break time or other non-instructional time. Gossip, criticism, or other non-school related discussions should not occur especially at times when the teachers and paraprofessionals are in the proximity of students or parents.

When students are working independently, check with the supervising teacher to see what needs to be done. There are always extra things that need attention, areas where assistance is needed or helpful, or student activities that can be prepared or assembled. All paraprofessionals, even one-on-one personal assistants, are to assume additional responsibilities, as needed, in the school setting.

Working with Teachers, Staff, and Others

Confidentiality is an **extremely important** issue, particularly in special education. Always be respectful of the students' concerns. Do not repeat overheard comments. Discussions pertaining to the job or student should be private. The discussion should occur in a confidential manner and location—not in hallways, teacher's lounges, etc.

Use professional language and actions with others at all times.

Do not take “things” personally such as things the students do or say, things teachers might say or do, etc. Often, things happen in a moment and are not always what they appear. Remember, respect is reciprocal.

Working with Parents

Refer any questions or concerns of the parent to the supervising teacher. Do not attempt to resolve challenges. Do not initiate communication with parents regarding students after regular school hours. If a parent contacts you, use professionalism and courtesy, but refer them to the teacher regarding any school related issues.

All discussions regarding concerns or progress of students should be conducted by the classroom teacher. When parents inquire about the student’s progress or day, use general answers (i.e., he had a good day, he did okay, he ate a good lunch, etc.). Comments should be made in the presence of the supervising teacher whenever possible. For any specific questions or concerns, refer the parent to the classroom teacher.

Using People-First Terminology

Paraprofessionals should use “people-first” terminology when referring to persons with disabilities. When one uses people-first language, the word that refers to a person (“individual,” “student,” etc.) is placed ahead of any words that refer to the disability. People-first language forces your primary focus to be on the person as an individual, rather than on the disability. People-first language gives respect to the individual and helps to highlight the abilities of the person, instead of focusing on disabilities or limitations. Terms such as “spastic,” “crippled,” “lame,” “sickly,” “crazy,” “dwarf,” “mongoloid,” “dumb,” and “suffers with” have extremely negative overtones and should never be used.

Reporting Possible Abuse, Neglect, or Suicide Threats

Congress passed the Child Abuse Prevention and Treatment Act of 1974 which specifies that all individuals who are likely to detect child abuse during the course of their work are under legal obligation to report actual or suspected abuse. It is not necessary to have hard evidence of abuse taking place before taking action. If you see signs of abuse or neglect, or hear a student make a suicide threat, you **MUST** report this information to the appropriate school personnel, even when the student or other party might not want it revealed. Your job is to report a suspicion of abuse, neglect, or suicide to your supervising teacher or an administrator in the school.

Responding to Student Fights

You must take precautions for your own safety and for the safety of others when students are fighting. Here are some suggestions for what you should—and should not—do if a fight breaks out between students.

- Remain calm. Keep your voice in a normal conversational tone, or quieter. Continue to speak quietly even if the student gets louder—the student will have to quiet down to hear you. Try to sound confident, even if you do not feel that way, and firm.
- Immediately call for help. If an intercom system or phone is not readily available, send a responsible student to the main office requesting immediate help.
- Do not step between students to stop a fight, or try to hold or physically force students apart. It is better to use reasoning with the students rather than physical strength. Tell them to step back and talk.
- Ask other students to move away from the fight. This will help to remove the effect that an audience may have in giving attention to those who are fighting. It will also prevent others from getting hurt or entering the skirmish.
- Call the students by name. Let them know that you are there and you are willing to listen to the problem to see if you can help them resolve it. Try to buy some time. Say things like, “I want to hear what you have to say. I’m listening. Tell me what the problem is.” Be very cautious to keep your voice calm and authoritative—do not shout or threaten either of the students.

One of the most important things you can remember to do is to stay calm and keep your own safety in mind. When students see that an adult is present, they themselves will often break off the fighting. It is not always easy to calm your own emotional response, but managing your own behavior is the key to being able to interact positively and appropriately with the students. When you command the situation in a calm, yet authoritative way, you encourage behavior that is more positive on their part also.

Know and Follow Universal Health Precautions

Universal health precautions are practices that help to reduce health risks to students and adults. The term “universal health precautions” refers to the practice of assuming that any specimen of tissue or blood may be infectious or contaminated so that anyone at risk of touching such specimens must wear gloves and use other standard safety measures. All personnel should wear gloves in the presence of blood or other body fluids. Be alert to the diseases that are common in your classroom and the ways in which you can protect yourself. Here are a few things you can do to reduce your risk:

- Wash your hands after coming into contact with any secretions from a student. You will want to thoroughly (at least 30 seconds) wash your hands several times during the day.
- Never touch or pick up tissues that may be lying around the classroom, unless you are wearing gloves or use another clean tissue as a barrier between your hand and the dirty tissue.
- Maintain ventilation in the classroom or work space as increased ventilation reduces the concentration of airborne bacteria.
- Do not share personal items such as combs, cups, towels, or lip balm with students or colleagues. Do not eat or drink after a student and do not let him/her eat or drink after you.
- Use gloves if your assignment includes toileting students or bandaging injuries. Identify where the gloves are kept—and use them.

Lifting

Paraprofessionals who work with children with disabilities often have to move them or change their positions. Lifting the student in the wrong way can result in serious and permanent physical injuries to the paraprofessional who is required to perform such duties. If lifting and carrying students are part of your responsibilities, consult with the school nurse or physical therapist as to proper lifting procedures.

Here are some general suggestions for proper lifting—they apply whether you are lifting a student or a heavy object:

- Whenever possible, students who are mobile should be assisted to walk rather than being lifted.
- Before you lift the student, explain what you are about to do and what help you need from him or her (if any, and if the student is able to assist); likewise, if it will be a two-person lift, make sure that the other person knows what you intend to do and what you are expecting of him or her.
- Keep the weight of the load close to your body—do not try to lift with your arms outstretched in any way.
- Keep your legs shoulder-width apart, and lift with the power of your legs and knees, rather than bending your back. This minimizes the strain on your lower back, which is more susceptible to injury than your legs.
- When lifting, place one foot just ahead of the other—your front foot should point toward the person or object you are lifting. This gives you greater stability.
- Before lifting, check or estimate the weight to see if you can actually lift the load.
- Make sure that there are no obstacles in the way before you begin moving a student.
- Be wary of slick floors when lifting and carrying. A fall could hurt both you and the person you are carrying.
- Do not twist your body while lifting—use your feet to turn around and avoid quick or jerking motions.

Medical Emergencies

If you work with students with special health needs, you may have to respond to an individual student medical emergency. If a student emergency arises when you are working with a group of students, call the office or send a reliable student to the nearest adult (for example, the teacher in the next classroom) with a request for help. If a student you are working with becomes sick or needs urgent attention, do not carry out any medical procedures for which you are not trained. If you suspect physical injuries, do not move the student.

Responding to School-Wide Emergencies

The Waynesville School District has a district-wide crisis plan that outlines procedures during school-wide crisis situations. As a paraprofessional, you must take an active role in crisis prevention and should obtain, read, and know your school's crisis plan. The more staff members trained to assist in a time of crisis the better.

One of the most common responses to a school-wide crisis is to evacuate students to a safe area. Schools and classrooms may need to be evacuated for a variety of reasons—fire, earthquake, flood, or other natural disasters, as well as deliberately threatening behavior from students or adults. The Waynesville School District has policies for dealing with such situations, and is required to practice procedures on a regular basis.

Typically, as a paraprofessional you support the teacher or supervising professional who takes the lead when a drill or emergency occurs. However, if you work with a student in a location apart from your supervising teacher, you must be particularly well informed and confident that you can act independently, as you will not have anyone to follow or give you directions. Students need to feel that the adult knows what he or she is doing and will keep them safe. All adults on the school premises have this responsibility.

You will need to know: what signals the need for evacuation, what to do when the signal sounds, what to have students do, where to go, what to take with you, and who to report to once you have reached the designated gathering point. Although all of this information should be posted by the exit doors, plan ahead for emergency situations.

Job Performance

Refer to the job description and evaluation forms for specific job responsibilities. Instructional assistants will be evaluated on an annual basis by the supervising administrator with input from the supervising teacher(s).

Regular Education Classroom Environment and Special Ed Students

Integration in the regular classroom is usually referred to as mainstreaming, inclusion, or full inclusion. Mainstreaming is the term generally used to refer to the selective placement of special education students in one or more “regular education classes.” Mainstreaming generally assumes the student has shown a level of proficiency through their ability to perform adequately on work assigned by the teacher and to “keep up” with the other students in the class. Inclusion refers to the commitment to educate each child in the school and classroom that they would attend to the maximum extent appropriate. The emphasis is on providing the necessary support services to the child and requires only that the child benefit from being in the class rather than having to “keep up” with the other students. Full inclusion is the term primarily used to refer to the belief that instructional practices and technological supports should be available to accommodate all students (disabled and non-disabled) in the regular class.

The paraprofessional must observe and encourage the classroom, teacher, and school rules. The paraprofessional should remember special needs students are not the only students in the class to be educated; therefore, it is important to be as quiet as possible and respectful of the regular students’ right to a quality education.

All teachers may have different expectations of a paraprofessional. This is true in the regular classroom as well as the in the special education classroom. Again, the keys are communication, flexibility, and teamwork. The instructional assistant should be aware of each teacher’s expectations and adjust accordingly. Regular discussion should occur between the assistant and the teacher to determine if the expectations are being met or if changes in expectations are needed. One very important factor to consider when determining expectations is the nature of the child’s disability.

Modifying is the key component in inclusive regular classroom settings. Regular communication with the classroom teacher about objectives and possible modifications should be ongoing. Resources for materials to use to modify assignments include the library, summer school materials, teachers’ materials in lower grade levels, and the special education classroom materials. The Inclusion Objectives and Data Form should be completed daily, preferably

towards the end of the class period or as soon as possible after the class. See the examples of modifications on the Inclusion Objectives and Data Form which has been included in the Appendix.

Attending to students' needs is extremely important in the regular classroom. Depending on the teacher's expectations of the assistant (staying close or staying at a distance), the focus should, at all times, be on the student and the lesson so that individual help can be given later, if needed. Also, depending on the teacher's expectations, assistance can be given to other students who may need help. The instructional assistant should not be involved in projects in the regular classroom such as grading papers, reading, or making things during student time. Rather, the paraprofessional has the responsibility of working directly with the student(s) and/or modifying assignments for the special education student(s).

Working with Special Education Students

The paraprofessional is to be familiar with the goals and objectives of each student to which they are assigned. It is also beneficial to learn about the student's disability and successful methods of working with children with disabilities. Presentations, materials, assignments or tests can be modified as necessary. Communicate daily with the teacher about any concerns and/or progress noted.

Use a calm, quiet, firm voice.

Assist students, but keep in mind that independence is a very important goal for each student. Do not over-assist or enable students.

Paraprofessionals are often the implementers of the OT and/or PT goals. Supervision, techniques, and training for the accomplishment of IEP objectives will be provided to the instructional assistant by the OT or PT. The paraprofessional may be asked to sign a form indicating specific training has been provided. The assistant will be provided written directions which indicate a schedule and suggested activities to be initiated with a student. The assistant is responsible for working on the activities with the child and documenting the date, activity, and student results. The schedule and activities provided by the OT/PT must be strictly followed. If the child has not progressed after a six-week period of time, the paraprofessional is to inform the teacher. The teacher will contact the OT/PT to ask for additional activities or exercises appropriate for the student. A copy of the documentation sheets are to be sent to the therapists by the assistant at the end of each quarter.

Record keeping is an essential part of the teacher assistant's responsibility. These records will be checked periodically and collected quarterly to assist the teacher in completing progress and grade reports. Daily personal schedules and student data folders, if utilized, should be current and available for a substitute.

Gossip, angry criticism, or non-school related discussions is unacceptable and should not occur especially around students or parents.

Flexibility is an essential ingredient for all personnel working with special education students. A student with a wide variety of disabilities may enroll in the Waynesville School District at any time. The assistant needs to be prepared to be flexible as frequent schedule or job changes may occur.

Strategies and techniques for including special education students in the regular education setting include:

- Viewing and using special education as a service, not a place
- Encouraging students' involvement in extracurricular activities
- Developing a Circle of Friends for the special education student. A Circle of Friends is a group of caring significant others which meet to develop an integration plan and work to implement the plan.
- Enlisting students of varying abilities to serve as tutors/buddies for each other
- Teaching all students strategies for effectively interacting with each other
- Teaching cooperative learning strategies and opportunities for all students
- Providing environmental accommodations and accessibility
- Anticipating difficult behaviors and intervening before the behaviors occur
- Believing that all students can learn and succeed

Types of Disabilities:

- Intellectual Disability (ID) - Refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects a child's educational performance.
- Emotional Disturbance (ED) - Refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) Difficulties in learning that cannot be explained by cultural, intellectual, sensory, or other health factors; (b) Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers; (c) General pervasive mood of unhappiness or depression; (d) A tendency to develop physical symptoms, pains or fears associated with personal or social problems; (e) Inappropriate types of behavior or feelings under normal circumstances.
- Orthopedic Impairment (OI) - Refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., club foot, absence of some member, etc.), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).
- Visual Impairment (VI) - Refers to impairment in vision, including blindness, that even with correction adversely affects a child's educational performance. The visual impairment involves partial sight, whereby visual acuity has been determined to be 20/70 to 20/200 in the better eye with best correction by glasses, or blindness, whereby visual acuity has been determined to be 20/200 or less in the better eye with best correction by glasses or the visual field measures 20 degrees or less.
- Hearing Impairment (HI) - Refers to impairment in hearing, including deafness, which adversely affects a child's educational performance. The hearing impairment involves permanent or fluctuating impairments to hearing, or deafness, whereby the impairment is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.
- Specific Learning Disability (LD) - Refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems, which are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.

- **Other Health Impairment (OHI)** - Refers to having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, and adversely affects a child's educational performance.
- **Deaf/Blindness (D/F)** - Refers to sensory impairments occurring in combination with each other. The combination of these visual and hearing impairments causes significant educational problems.
- **Multiple Disabilities (MD)** - Refers to concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf/blindness.
- **Autism (AU)** - Refers to a developmental disability significantly affecting verbal or nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability as defined in the document.
- **Traumatic Brain Injury (TBI)** - Refers to 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 adversely affects a child's educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
- **Young Child with a Developmental Delay (YCDD)** - Refers to a child initially identified ages 3 through 5 who is experiencing developmental delay as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who needs special education and related services.
- **Language Impairment (LI)** - A communication disorder consisting of inappropriate use in any of the structures of language (e.g., morphology, syntax, semantics, and pragmatics) which adversely affects educational performance.
- **Speech Impairment (SI)** - A sound system disorder which includes articulation and/or phonology exhibited as a delay of correct sound production which adversely affects educational performance. This category also includes fluency disorders that are exhibited through one or more symptomatic behaviors of dysfluency (repetitions, prolongations, blockages, or hesitations) which adversely affects educational performance, and voice disorders that are exhibited through deviations in one or more of the parameters of voice (pitch, quality, or volume) which adversely affects educational performance.

Ways to Adapt Daily Assignments and Activities

The following are some recommendations for modifying and adapting various classroom assignments for special education students:

Pre-teach vocabulary and preview major concepts

- Provide copies of key terms and definitions
- Discuss what the student already knows about the topic
- Discuss what the student wants to learn about the topic

State a purpose for reading

- Give student something specific for which to look before beginning to read (e.g., the main character, something in which the main character is involved, the sequence of main events).
- If questions are going to be utilized, give the student a copy of the questions before beginning to read.

Provide repetition of instructions

- Incorporate such techniques as study guides, drill, board work, choral response, study-buddy practice, or hands-on manipulatives.

Provide clear directions and examples

- Give oral and written examples
- Have student repeat directions
- Use examples to demonstrate the procedures and ask the student to demonstrate the procedure
- Build in frequent checks-for-understanding (e.g., “Tell me what you think you are supposed to do with this assignment.”)

Make time adjustments

- Allow more student time
- Shorten the assignment (i.e., decrease the number of questions, decrease the complexity of the responses, have the student select a specified number of questions to answer).

Provide feedback

- As immediate as possible
- Oral or written for each assignment
- Ask the student to tell you how he/she did on the assignment, areas in need of improvement, areas of strength, how they might approach the task differently

Have students keep an assignment notebook

- Record assignments and daily tasks
- If needed, color code and/or organize separate folders and assignment notebooks for each class/subject

Provide an alternate assignment

- Create options for demonstrating proficiency (e.g., give an oral report instead of a written report, role play a concept to demonstrate understanding, submit a videotape of a presentation instead of doing a “live” presentation)

Note of Appreciation to Paraprofessionals

The job of a paraprofessional is often a difficult, but important and rewarding job. The Waynesville School District appreciates the hard work and commitment of the paraprofessionals in the school.

Thank you for your dedication to the students of the Waynesville R-VI School District!

PARAPROFESSIONAL/PARAPRO

JD LOCATOR: 5.01.1

Adopted: _____

Revised: 9/00, 7/04, 8/09

REPORTS TO:	Teacher/Principal
CLASSIFICATION:	Classified
FLSA STATUS:	Non-Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of classified staff.

JOB SUMMARY

Assists a certificated teacher in reinforcing instruction to individual or small groups of students in a classroom environment; assists in the preparation of instructional materials and implementation of lesson plans; and provides routine support. Performs all duties under the direct supervision of a certified teacher.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

Instructional Process

1. Assist the classroom teacher in arranging the learning environment, including assembling and putting materials on bulletin boards and/or other classroom learning displays and in keeping such displays current.
2. Under supervision of certified teacher, prepares for classroom activities by distributing and collecting papers and other instructional materials for classroom instruction.
3. Assists students in completing classroom assignments, homework, and projects; assures student understanding of classroom rules and procedures; assists students by answering questions, providing proper examples, emotional support, friendly attitude, and general guidance.
4. Reads to students, listens to students read, and observes student reading abilities as assigned; assists students with letter and word pronunciation and recognition; assists students with math, spelling, and writing exercises and assignments.
5. Assists assigned teacher with the implementation of lesson plans; administers various tests as directed; prepares mandated reports and documentation as required.

Additional Duties Exclusive to Paraprofessional:

6. Tutors individual or small groups of students, reinforcing instruction as directed by the teacher; monitors and oversees student drills, practice, and assignments in various subjects; confers with the teacher concerning lesson plans and materials to meet student needs; assists with the implementation of lesson plans.

Classroom Management

1. Performs a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating, and filing instructional materials; grades student tests and assignments; recording of grades and attendance; lunch reports; and maintaining student records and files as assigned.
2. Operates and cares for instructional equipment and materials, as assigned by the teacher. This includes preparing the room for the activity, obtaining the required material and equipment, operation of the equipment, and the return of all materials and equipment to storage.
3. Assists the certified teacher with the supervision of students during non-instructional times, such as emergency drills, assemblies, cafeteria, restrooms, field trips, hallways, playground, and during bus loading/unloading activities.
4. Assists students with clothing, wash-up, and toilet routines, including diapering if necessary.

5. Assists with lunch, snacks, and other clean-up duties as assigned.
6. Assures the health and safety of students by following established practices and procedures; maintains the learning environment in a safe, orderly, and clean manner.

Additional Duties Exclusive to Paraprofessional:

7. Observes and controls behavior of students in the classroom according to approved procedures; monitors students during outdoor activities as directed; become familiar with student IEP goals and reports progress regarding student performance and behavior to supervising teacher.

Interpersonal Relationships

1. Demonstrates effective and appropriate interpersonal relationships with students, educational staff, and parents/patrons.
2. Respects the confidentiality of information regarding students and is discreet in dealing with parents and educational personnel.

Professional Responsibilities

1. Participates in professional growth activities.
2. Participates in in-service training programs.
3. Follows the communicated policies and procedures of the school district.
4. Demonstrates professional responsibility and ethical behavior.

Additional Duties Exclusive to Paraprofessional:

5. Assumes responsibilities outside the classroom.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. A minimum of 60 college hours or Missouri ParaPro Certificate
2. Demonstrates aptitude for the work to be performed
3. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
4. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
11. Flexibility and willingness to perform a variety of tasks.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's Signature

Date

Antecedent, Behavior, Consequence (ABC) Log

Student: _____

Date	Time	Activity	Antecedent	Problem Behavior	Consequence	Student's Reaction

Example of how to complete the ABC Log

Student: _____ Student Name _____

Date	Time	Activity	Antecedents	Exact Behaviors	Consequence	Student's Reaction
10/2/07	10:00am	Walking in the hallway from Art to Classroom	Student bumped into him.	Billy screamed, "get off" and pushed the student against the wall	Teacher redirected. Student received peer attention as the whole class watched.	Looked around at peers watching, laughed, and began making faces to engage his peers.
10/3/07	10:30am	Silent Reading	All students were asked to read a book to themselves.	Billy turned around and started verbally picking on student behind him. Continuing to pick on student.	Teacher told him to turn around. He was given another verbal warning to stop.	He stopped for a moment and started again. He said he didn't care what the teacher did to him. Peers were watching
10/4/07	10:30am	Silent Reading	All students were asked to read a book to themselves.	Billy threw pencils and objects from his desk at another student across the room.	Teacher told Billy he would not get any points for today and mother would be called.	Billy stated, "I don't care, go ahead!" Peers looked up from their books.
10/5/07	10:00am	Walking in hallway from Music to Classroom	Don't know.	Billy ripped a poster off the wall.	Sent to the office.	Laughed in teachers face and stated, "Fine, I don't care!"

The antecedent is what happened right before the problem behavior was exhibited. Did the bell ring, did another student say or do something, did the teacher tell the student to do something, etc.?

The problem behavior is the inappropriate behavior that was exhibited.

The consequence is what happened right after the problem behavior was exhibited. Was discipline administered, did the student receive peer attention or adult attention, did the student escape an activity or assignment, etc.?

BEHAVIOR LOG

Student Name: _____				Week of: _____ to _____	
Date	Time	Setting	Teacher	History/Nature of Behavior	Attempts to Solve/Response
Comments:					

Signature of Case Manager _____ **Date** _____

Functional Assessment Scatter Plot

Student: _____ Grade: _____ School: _____

Date(s): _____ Observer(s): _____

Behavior of Concern: _____

Setting: _____

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Total							

Example of how to complete the Functional Assessment Scatter Plot

Student: Billy Grade: 4th School: Pretend Elementary School

Date(s): 10/02/2007 – 10/06/2007 Observer(s): Karen–4th gr.; Vicki–Art; Brad–Music; Alyssa–P.E.; Joe–Library

Behavior of Concern: Noncompliant behavior such as talking back, making rude faces, shouting out, not following adult directives

Setting: 4th grade classroom, Lunch, Art, Music, P.E., and Library

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Math	9:20 – 10:10						29
Science	10:10 – 11:00						4
Social Studies	11:00 – 11:50						1
English	11:50 – 12:30						15
Lunch	12:30 – 1:00						0
P.E. or Library	1:00 – 1:50						0
Art or Music	1:50 – 2:40						0
Total		5	18	15	4	7	49