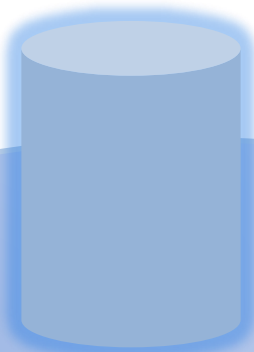


USD 261 Para Procedure Guide



Haysville Public Schools

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HAYSVILLE UNIFIED SCHOOL DISTRICT 261 STRATEGIC PLAN

Mission: “The relentless pursuit of excellence”

Vision: “To equip learners with 21st Century Skills to achieve excellence in a continually-changing world”

We believe:

- Student success comes first.
- Students need a rigorous, relevant world-class curriculum.
- Learning is enhanced in a safe and caring environment.
- Exploration, collaboration, and innovation are essential.

Our Goals:

1. Student Learning and Success. To support staff through the systematic development and implementation of instructional tools, practices, and technologies to ensure student learning.
2. Financial. To pursue and develop the financial resources to support the goals of the district.
3. Community Partnerships. To strengthen community pride through strategic partnerships.
4. High Quality Workforce. To recruit, develop, and retain a high quality workforce.
5. Facilities and Infrastructure. To create and enhance modern, safe learning facilities to achieve excellence

CENTRAL ADMINISTRATION

Dr. John Burke	Superintendent
Dr. Clint Schutte	Assistant Superintendent of Finance
Dr. Michael Clagg	Assistant Superintendent of Personnel
Jennifer Reed	Assistant Superintendent of Learning Services
Angie Estell	Director of Special Education
Sandra Beck	Assistant Director of Special Education
Lisa Cundiff	Director of Instructional Technology
Krista Pottier	Curriculum Coordinator
Shenae Stein	Curriculum Coordinator
Jetta Williams	Early Childhood Coordinator

Supervisory Staff

Chris Long	Director of Transportation
David Herbert	Director of Information Services
Bret Long	Asst. Director of Information Services
B.J. Knudson	Director of Operations
Freddy Robinson	Maintenance Supervisor
Gina Lee	Director of Food Services
Beth Schutte	District Nurse
Leslie Thomas	Assistant District Nurse

Administration Building

Debbie Coleman	Administrative Assistant; Superintendent
Melinda Smith	District Receptionist
Luetta Yoder	Secretary; Personnel
Dawn Womack	Clerk; Personnel
Cecilia Haywood	Employee Benefits
Jennifer Shumaker	Accounts Payable
Bobi Roberts	Payroll Clerk
Nadine Foreman	Accounting Assistant
Christy Long	Secretary; Learning Services
Liz Hames	Coordinator; Community Relations
Gina Latta	Secretary; Special Education
Dana Collier	Secretary; Special Education
Jyntre Hephner	Secretary; Special Education
Jennifer Schroeder	Secretary; Early Childhood
Misty Long	Website Coordinator
Kathy Reynolds	Computer Operator

ADMINISTRATION BUILDING TELEPHONE NUMBERS

Superintendent's Office	554-2200
Personnel Office	554-2206
Business Office	554-2201
Information Services	554-2203

Special Education	554-2222
Food Service	554-2219
Central Supply/Maintenance	554-2210
Transportation	554-2213
<i>Building Administrators / Clerical Staff</i>	
<i>Early Childhood Education</i>	<i>554-2233</i>
Jetta Williams, Coordinator	
Jennifer Schroeder, Secretary	
<i>Freeman Elementary</i>	<i>554-2265</i>
Tonette Haight, Principal	
Jerri Clagg, Secretary	
<i>Nelson Elementary</i>	<i>554-2273</i>
Mike Mitchener, Principal	
Kim Thompson, Secretary	
<i>Rex Elementary</i>	<i>554-2281</i>
Laura Rogers, Principal	
Michelle Steen, Secretary	
<i>Ruth Clark Elementary</i>	<i>554-2333</i>
Carla Wulf, Principal	
Kelley Keais, Secretary	
<i>Oatville Elementary</i>	<i>554-2290</i>
Natalie Rust, Principal	
Chris Ferris, Secretary	
<i>Prairie Elementary</i>	<i>554-2350</i>
David Engelking, Principal	
Jennifer Warrington, Secretary	
<i>Haysville Middle School</i>	<i>554-2251</i>
Dr. Michael Maurer, Principal	
Samantha Glover, Asst. Principal	
Jason Halling, Asst. Principal/Athletic Director	
Cindy Williams, Secretary	
<i>Haysville West Middle School</i>	<i>554-2251</i>
Ildo Martins, Principal	
Nicole McMullin, Assistant. Principal	
Ty Hamilton, Assistant Principal/Athletic Director	
Tammy Boes, Secretary	
<i>Campus High School</i>	<i>554-2236</i>
David Morford, Principal	
Chantel Johnson, Assistant Principal/Activities	
Brian Howard, Assistant Principal/IB Admin	
Josh Godwin, Assistant Principal/Athletic Director	

Suzette Cochran, Assistant. Principal/AVID

Jackie Solis, Secretary

Rhonda Robinson, Athletics Activities Secretary

Haysville Alternative High School ***554-2231***

Mark Foster, Principal

Liz Sanford, Secretary

Tri-City Day School ***554-2324***

Gina Keirns, Principal

Trish Greenlee, Secretary

Parents as Teachers ***554-2303***

Emily Goetz, Coordinator

Amy Sheler, Secretary

Learning Center ***554-2331***

Penny Schuckman, Director

Dartha Lewis, Secretary

GENERAL INFORMATION

NON-DISCRIMINATION

Haysville Unified School District 261 does not discriminate on the basis of race, color, national origin, sex, disability, military status or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Michael Clagg; Assistant Superintendent for Human Resources – 1745 W. Grand, Haysville KS 67060 – Office Phone: (316) 554-2206 – email: mclagg@usd261.com.

ABSENCES

If you will be absent from work for any reason, please call your supervising teacher, the building principal, or designated staff member. They should be notified prior to the beginning of the school day according to the school's procedure.

Classified employees shall use available leave when absent from duty. A day without pay will be taken only when all leave has been used.

ANNUAL LEAVE

As a paraeducator you will receive sick/personal leave hours as follows:

- Full time Para's who work 35 hrs. per week will receive
 - 84 hours of leave.
- Half time Para's who work 17.5 hrs. per week will receive
 - 42 hours of leave.

Bereavement, snow, and annual (personal and sick) leave **may only** be used for scheduled work days. The yearly allotted annual leave hours can be used for the above reasons. **The annual days are used first and any accumulated time may only be used for sick leave.** If you have questions regarding this, please call Bobi Roberts in the payroll office at 554-2201.

AFTER SCHOOL ACTIVITIES

Paraeducators are not required to participate in after school activities; however, you are welcome to attend any school function and are encouraged to do so, especially if your students are involved. Attendance at functions such as Open House for your school certainly would be encouraged.

ATTITUDE

Other's perception of your attitude often is developed from verbal and nonverbal cues. The success of a paraeducator is often tied to others' perception of attitude. A positive attitude can be conveyed in many ways. For example, just remembering to smile and be friendly towards others can make a difference. When working with students, having a sense of humor, praising their positive efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

Be willing to take the initiative. Show responsibility by looking ahead at what needs to be done and not forcing the teacher to always plan tasks for you. Become eager to assist the teacher, don't sit back and watch. Listen to directions and follow them. If unclear about what is being asked, ask questions! Work only on teaching concepts the teacher has set for the student. If unclear, ask questions. Never show disapproval in a task assigned to you in front of the student or students. Go ahead and perform the task or teaching concept, then discuss it with the teacher after school. If you feel that you need additional training, inform your teacher or for special education paraeducators contact the Assistant Director of Special Education. For general education paraeducators, please contact Assistant Superintendent of Learning Service.

All employees convey an image of the Haysville Schools to other professionals, to parents, and to the community as a whole. We want this to be the favorable image we work hard to support every day. The paraeducator is as much a part of creating this image, as is any other staff member. Therefore, your actions, speech, and dress should be appropriate and professional at all times. Show your support for the District verbally, enthusiastically, and actively...including your involvement in District events whenever possible.

ATTENDANCE

All employees are expected to be regular in attendance and to be at their assigned locations through the duty day. Employees are expected to perform their duties in a professional, efficient and competent manner and report to work when they are able to do so without threatening their health and wellbeing or that of others.

Absence is the failure to report for work and remain at work as scheduled. It includes late arrivals and early departures, as well as absence for an entire day. Attendance and punctuality convey how seriously you take your job. Your supervising teacher and the students you work with count on you being at work and on time every day. Regular and punctual attendance is essential for work at USD 261. In the case of an absence from work or a late arrival the employee should contact 2 parties:

1. The employee is required to notify the supervising teacher as early as possible. Failure to call the supervising teacher PRIOR to normal reporting time will be considered a No Show/No Call. Please try to speak to your teacher personally. If you have to leave a message, please call later in the day to verify that your supervising teacher got the message.
2. The employee is required to notify the school building to which they are assigned. Please make sure that you leave a message with a person in the office. Do not leave a message on the answering machine.

Unless an emergency situation dictates otherwise, messages regarding absences may not be left by 3rd parties (i.e. friends, relatives, etc.) or left with administrative staff co-workers unless the supervising teacher has designated that individual to receive absence notifications.

Failure to request advance approval or to report the absence as described will result in the absence being recorded as unexcused. All employees are expected to notify the supervising teacher as far in advance as possible of planned absences. Absences that extend beyond the leave balance for the specified reason are subject to review.

BREAKS

If breaks can be worked into the schedule, two (2) 15 minute breaks per day are allowed, but not required by law.

PROFESSIONAL COMMUNICATION

The success of any team depends upon good communication among its members. Poor communication skills and negative statements are at the heart of most problems. Communication goes beyond verbal interaction and largely includes non-verbal communication. According to research over 80% of communication is non-verbal. Non-verbal communication includes things like: eye contact, body language, facial expressions, posture, gestures, voice tone and volume. Using good non-verbal communication communicates respect, courtesy and support. Your actions speak louder than words. Others perception of your attitude is developed from both verbal and non-verbal cues. When you are interacting with other team members and students convey a positive and professional demeanor by:

- Treating others with courtesy, politeness, and kindness
- Maintaining eye contact when listening to others

- Respecting the personal space of others
- Using appropriate voice, tone and loudness in conversations
- Using appropriate language
- Displaying positive genuine facial expressions to demonstrate interest
- Using non-interruptive acknowledgements, such as head nodding
- Showing initiative
- Maintaining a sense of humor
- Using positive statements
- Thinking before speaking (or filtering your thoughts) – consider how the statement may be received by the listener

When you are communicating, are you:

- Leaning back with arms crossed while listening?
- Showing disapproval in a task assigned to you in front of students?
- Raising your voice or correcting the teacher during instruction?
- Rolling your eyes?
- Refusing to follow a direction?
- Interrupting or cutting someone off who is speaking?
- Insulting, name calling, disparaging, belittling, judging or nit-picking constantly?
- Expressing anger by yelling or throwing things in the classroom?
- Invading or being disrespectful of an individual's personal space?

When concerns are voiced by parents or other school personnel they should be referred to your supervising teacher. When asked, a simple response is "You'll need to visit with Mrs./Mr. _____ about that."

CONFIDENTIALITY

This is an extremely important component of the law. There are many Federal laws and state statutes that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Significant penalties can occur from failure to comply with the privacy act. Many school staff fails to realize that **even conversations with nonschool personnel or school personnel without educational involvement with a specific child can be a violation of this act.**

Information and records covered under this act may include but are not limited to:

- Personal and family data
- Evaluation and test data
- Psychological, medical, and anecdotal reports
- Records of school achievement and progress reports
- Disability information
- Copies of correspondence concerning student
- Records of conferences with students and/or parents
- Other personal data

Discussing specific facts about the students with whom you work is a violation of the students' confidentiality rights. Remember that matters regarding students are confidential and cannot be a topic of public discussion – not even in the teacher's lounge, not at the grocery store, not with other paraeducators or teachers who do not work with the student. Even if you do not mention the student's name, talking about an incident can give identifiable information.

DRESS CODE

Dress appropriately and professionally at all times. You will probably find shirt/pants or dresses appropriate for most programs. Check with your building on whether jeans, peddles, or shorts are within the dress code. Dress code may depend on the type of program to which you are assigned.

LEAVING YOUR BUILDING DURING THE DAY

Do not leave your building during the day without first clearing it through your supervising teacher and your building principal. If leaving for a particular reason is part of your regular work schedule let your teacher and/or building secretary know when you leave the building.

TELEPHONE, CELL PHONE, & E-MAIL USE

Classified employees have telephones available for local use to conduct school business. If emergency numbers are needed, please provide the school telephone number. Cell phone use of any kind during school/student time is prohibited. Paraeducators are expected to comply with the rules of their assigned building regarding telephone and cell phone usage.

Email is provided for business use and communication should be used in a professional manner at all times. District and Internet e-mail should not be considered private; therefore, employees should not use e-mail services to transmit information about personal matters. To transmit any information that in any way violates the Board of Education or District policy on technology use is prohibited.

COMPUTER USE

Computer systems and networks are for educational and professional use only. Violation of this policy would include, but not be limited to: sending or displaying offensive messages or pictures; using obscene language; damaging computers, computer systems or networks, including creating, uploading or downloading computer viruses; violating copyright laws, or loading personal software on district computers; harassing, insulting, or attacking others via computer networks; using others' usernames and passwords; trespassing in others' folders, work, files or networks; intentionally wasting limited resources; employing district computers and networks for commercial purposes; and giving out personal information over the Internet, such as full name and address. The district retains the right to discipline any employee, up to and including termination, for violations of this policy.

Employees shall have no expectation of privacy when using district e-mail, instant messaging, Internet access, or other official communication systems. The school district retains the right to duplicate any information on district computer systems or on any hard drive. Any e-mail, instant messaging, Internet access, computer application, or information in district computers or computer systems is subject to monitoring by the administration.

E-mail, instant messaging and internet access shall be used primarily to conduct approved district business, educational research, and educational purposes. Employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Personal Device Information

Personally owned Internet devices such as, smart phones, laptops, and tablets may be used by staff and students during the school day as approved by administration and in accordance with the Haysville USD 261 Board of Education Internet and Computer Use policies

EVALUATION

The Haysville School District attempts to employ and retain the best personnel possible. To maintain a high standard of performance, an evaluation system has been established.

- The first evaluation is conducted after the 90 calendar day probationary period, and the second by May 1.
 - A 90 calendar day new employee orientation period for new employees has been established to allow the employee time to demonstrate ability to fill the position before being placed on regular status.
 - When the new employee orientation period is ended, with the recommendation of the immediate supervisor, the employee will be placed on regular status. Regular status is not a contract or guarantee of permanent employment.
 - Annual/Vacation Leave will start at the end of the new employee orientation period.
- During the second and third years of employment all regular employees will be evaluated once per year by May 1.
- All other regular employees shall be evaluated at least once every three years thereafter.

Evaluations may be made on any employee more often than is stipulated if deemed necessary by their supervisor. Additional evaluations will be used to document employee performance and any recommendation and demonstration for improvement. All employees are required to sign and date their evaluations. A copy will be given to the employee and a copy will be placed in the employee's personnel file.

Paraeducators will be evaluated by their immediate supervisor (and/or) the building administrator. All teachers who are involved in working with the paraeducator may be asked to submit comments and/or concerns to be included on their evaluations.

Paraeducators may review their personnel file upon request.

Please refer to the current Haysville U.S.D. #261 Educational Support Personnel Handbook for additional information regarding evaluations.

GRIEVANCE PROCEDURE

The communication between all employees of the Haysville Unified School District No. 261, their supervisors, and the administrative staff is a mutually important objective. Should any action be taken which would cause an employee to feel that his/her rights under Board policies have been violated, the employee may have his/her concerns heard. The following is a procedure outline for quick, amicable solutions to any problem or complaints.

- A. A written grievance shall be filed with his/her immediate supervisor. The supervisor will provide a written response to the employee within seven (7) calendar days.
- B. Should the employee not be satisfied with such a review and believe he/she needs to pursue the grievance further, the employee shall appeal within seven (7) calendar days in the following order:
 1. Director or Principal
 2. Assistant Superintendent for Personnel and/or Learning Services
 3. Appropriate Assistant Superintendent
 4. Superintendent

Again, a written response will be provided to the employee within seven (7) calendar days.

- C. Should the employee not be satisfied with the superintendent's ruling, the employee may request in writing to the Clerk of the Board, that the matter be placed on the Board agenda.

Should such a request be made, the Board shall hear the grievance within thirty (30) calendar days. The Board shall then make a ruling within fifteen (15) calendar days and notify the employee in writing as to the decision.

The employee may have representation at either the meeting with the Superintendent or the Board. The Board will not hear or consider any grievance or complaint that is filed or requested by a third party.

HIGHLY QUALIFIED STATUS

All paraeducators must meet the following requirements to be considered highly qualified:

- 1) All paraeducators must have a high school diploma or its equivalent (GED)

AND
- 2) All paraeducators who provide instructional support must have one of the following endorsements;
 - a) Completed two years of study at an institution of higher education (48 college hours)
 - b) Have an associates or bachelor's degree;
 - c) Demonstrated through formal assessment, (i.e. "ParaPro" Assessment or "The Paraeducator Learning Network" Assessment highly qualified status.)

(ALL COLLEGE HOURS MUST BE RECEIVED BEFORE SEPTEMBER 15th)

IN-SERVICE REQUIREMENTS FOR SPECIAL EDUCATION PARAEDUCATORS

Paraeducator staff development requirements are based on the special education experiences and/or credentials of the paraeducator.

The guidelines for in-service hours will be as follows:

- Para's who have worked **less than three (3) years** as a Special Education Paraeducator will be required to have **20 hours of in-service** (or 2 hours for every month employed). Refer to the table.
- Para's who have worked as a Special Education Paraeducator **for the past three (3) years in U.S.D. #261** will only be required to have **10 hours of in-service** (or 1 hour for every month employed).
- The following table may be used as a guide to determine the number of in-service hours for paraeducators hired after the start of school or leaving before the end of school.

	20 Hours Required	10 Hours Required
Time of Employment		
Less than 1 month and 10 days	2	2
Less than 2 months	3	
Less than 2 months and 10 days	4	3
Less than 3 months	5	
Less than 3 months and 10 days	6	4
Less than 4 months	7	
Less than 4 months and 10 days	8	5
Less than 5 months	9	
Less than 5 months and 10 days	10	6
Less than 6 months	11	
Less than 6 months and 10 days	12	7

Less than 7 months	13	
Less than 7 months and 10 days	14	8
Less than 8 months	15	
Less than 8 months and 10 days	16	9
Less than 9 months	18	
9 months or more	20	10

- All para's will still be required to have a two (2) hour orientation
- In-service activities must be specifically related to the para's job assignment and type of program.
- In-service hours can be accumulated by documentation in the following three areas:
 - **Knowledge** – this is simply the gaining of information (i.e.; attending a workshop, reading a book, watching a video, observation of process or procedure).
 - **Application** – is implementing the knowledge and information with a student (i.e.; using Mandt training to de-escalate a student with behavior problems, showing a student how to use a graphic organizer or student planner, using differentiated instruction with special needs students, assisting students in using Six-Trait Reading or Writing.)
 - **Impact** – is proving that implementation of an applied process or procedure is positively impacting student performance (i.e.; implementation of Mandt procedure reduces students inappropriate behaviors, implementation of use of graphic organizers or student planners increases students submission of homework, implementation of Six-Trait Reading or Writing improves students reading and writing scores).

Example of Knowledge/Application/Impact in-service hours:

- 1) Para attends a 3 hour Guided Reading Workshop
- 2) Para and supervising teacher develop implementation plan for those strategies learned; supervising teacher verifies the para implemented the strategies – the para can get up to 6 hours (up to 2 times the number of knowledge hours) for this implementation.
- 3) Para and supervising teacher determine a way to keep track of student progress and can demonstrate the impact on the student; teacher verifies the data exists – the para can get up to a maximum of 9 hours 3 times the number of knowledge hours for this impact documentation.
- 4) Result: the para could get a total of 18 hours for following through with the Guided Reading Workshop.

IN-SERVICE

The following in-service opportunities are available to paraeducators throughout the school year:

- Orientation is required before beginning work. This in-service will include information regarding Bloodborne Pathogens, Confidentiality, Health and Safety, and Policies and Procedures.
- The Learning Center intermittently holds workshops for paraeducators throughout the school year. Paraeducators can view in advance when workshops will be held on The Learning Center website. Paraeducators will receive their normal rate of pay for workshops held during the regular work day.
- College courses may be applied toward in-service requirements. Each college credit hour is equal to 20 hours of in-service. For example, a 3 hour credit course is worth 60 hours of in-service. To receive credit, a transcript must be sent to Gina Latta. Courses taken during the fall, spring, and summer semester will apply to the following school year.

- Books and Videotapes/DVDs/CD-ROMs may be checked out through the central office.
- Professional development training in your building and/or district that is made available to the faculty may be utilized for in-service credit. The training should be approved by your supervising teacher and should be specifically related to the area and type of program in which you work.
- Community based classes, workshops or seminars that relate to working with children or safety may be counted toward in-service. A copy of Certificate of Completion must be provided to the Para Facilitator to receive credit.
- Related Services training includes training that paraeducators may receive throughout the school year from PTs, OTs, Speech therapists, Adaptive PE teacher or medical personnel regarding the students that they serve.
- Provenance Learning Solutions (i.e. Paraeducator Learning Network) is an online training site that we participate in. These courses can be done anywhere there is internet access.

Website: ***www.provenancesolutions.com***

How to Register:

- 1) Obtain an Official Learning Network Account Request Form from Gina Latta. There are a limited number of licenses for the new site. Requests will be taken on a first come first serve basis.

Complete the form and return to Gina Latta. Once the request form has been received, Gina will send a confirmation with the web address and needed information for access.

Each class is worth one (1) hour of in-service.

- Kansas Infinitec Coalition Network is another computer based training system our district participates in. Some of these courses are directed towards teachers; however, there are some courses that would be beneficial for paraeducators as well.

Website: ***http://myinfinitec.org/home***

Registration and Sign-in Process:

- 1) Please refer to Infinitec Registration & Sign-in Process at the end of Infinitec Courses in the FORMS section of this manual.

MY LEARNING PLAN

Documentation of in-service hours/points is through the MY LEARNING PLAN program at www.mylearningplan.com.

For login information, your user name is your full email address (example: aestell@usd261.com). Your password, unless you have changed it is the first part of your email address before the @ (example: aestell). You should change your password to a commonly used word that you will remember. (See menu at the left screen to change the password.)

At the beginning of the year, you will want to create an IPDP (SMART Goal) or revise the one that you already have on record. View your old plan by logging in, clicking on “my portfolio” from menu at the left, and then clicking on “20XX-20XX action plan.” You may print a copy to use as a reference. Complete all parts of the form. When finished scroll to the bottom of the page to submit or save the form.

Under action plan information write Action Plan 20XX-20XX (current school year). Under how you will increase your knowledge base submit information that best describe your intentions. The estimated date of IPDP is 08/01/XX – 07/31/XX.

You will not earn any hours/points until you complete various activities and submit the appropriate forms for approval through My Learning Plan. Paraeducator collaboration time held in

your building is submitted through the staff member who leads the paraeducator collaboration meeting (assistant principal, learning facilitator, or supervising teacher). In-service hours/points for attending the paraeducator orientation at the beginning of the year and for completing your paraeducator assessment will be submitted by the special education department.

To request hours/points from district or building activities that are considered inservice complete the following:

- Choose from the menu at the left, District Catalog.
- To enroll in the appropriate activity, find the activity that begins with the name of the building to which you are assigned. (District activities will be identified with the title beginning with "District.").
- Activities in the catalog are generally listed by the date that they are entered or when they open for enrollment.
- Activities will only remain in the catalog for one month beyond the ending date of the activity. You must enroll in the activity in a timely manner. Building administrators will have the ability to enter activities in the catalog and then monitor the attendance whereby upon completion of the activity, he/she will confirm attendance and adjust times for those who participated.

To request points for college course credit received through and accredited college or university or request in-service from an outside course/training:

- Choose the Professional Leave Request Form from the menu at the left.
- Complete the required boxes within the form. Hours/points for any outside course or training is equal to the number of hours of the event. College coursework is 20 hours/points per credit hours (3 credit course = 60 hours/points).
- Please see the Professional Leave Request Forms-Paras handout located in the My Learning Plan livebinder under the Learning Services Tab on the www.usd261.com website for assistance in completing this form.

MOVING ON THE CLASSIFIED PAYSCALE

In order for a paraeducator to move on the classified pay scale the following criteria must be met:

For Level IV:

Two years of experience as an instructional paraeducator; and one of the following:

- 1) completion of 30 semester college hours of approved academic work;
- 2) an equivalent 450 clock hours of approved in-service training; or
- 3) a combination of (1&2) totaling 450 clock hours; and participation in at least four in-service sessions totaling at least 20 hours of in-service training per school year.

For Level V:

Three years of experience as an instructional paraeducator; and one of the following:

- 1) completion of 60 semester college hours of approved academic work;
- 2) an associate degree from an approved training program for instructional paraeducators;
- 3) a certificate from an approved training program for instructional paraeducators from a vocational technical school;
- 4) an equivalent 900 clock hours of approved in-service training; or
- 5) a combination of (1-4) totaling 900 clock hours; and participation in at least four in-service sessions totaling at least 20 hours of in-service training per school year.

TIMEKEEPING AND PAY PRODEDURES

Time Clock

Personnel paid by the hour shall clock in and out on a time clock, computer, or the app. The payroll office will assign each employee their badge number and enroll them on the timekeeping system.

Paraeducators working six (6) hours or more per day must take a thirty (30) minute duty-free lunch break. The (30) minute duty free lunch period will not be counted as time worked. The employee is expected to remain on the premises during the duty-free lunch period unless prior arrangements have been made with the employee's immediate supervisor.

Pay Periods

Payment of wages will be on or before the twelfth (12th) day of each month.

Personnel Data Changes

1. Support personnel must notify their supervisor and Payroll Office in writing of any changes in name, address, or telephone number.
2. Any changes in deductions or cancellation of deductions must be submitted in writing to the Payroll Office prior to the cut-off date for any specific pay period.

Falsification of time worked will result in termination. Full time paraeducators are approved to work 35 hours per week. Any overtime or exceptions to this must be pre-approved by the Director of Special Education for special education paraeducators. For general education paraeducators, this must be pre-approved by the Assistant Superintendent of Learning Services.

MILEAGE REIMBURSEMENT

Required in-district travel between buildings or in the district in conjunction with official assignments will be reimbursed at the mileage rate established by the State of Kansas.

Reimbursement requests must be submitted at least once every 2 months and end of the year travel no later than June 30.

INDIVIDUAL EDUCATIONAL PLAN (IEP)

Each special education student has an IEP which the teacher uses as a guide for that student's school activities. This plan was developed in a joint meeting of a school administrator, the student's teacher(s), the student's parents, support personnel, and other professionals. It is usually written for one year, and periodically reviewed throughout the year by the teacher to note progress. The program is reviewed at a meeting each year by the teacher, the appropriate personnel, administrator, and the student's parents to assess student progress and to formulate goals for the next year. Paraeducators may or may not take part in the team meeting where the IEP is written. However, you will be carrying out learning activities and recording progress concerning IEP goals and benchmarks.

Paraeducators are expected to collaborate with general education and special education teachers throughout the year to enable all staff to have and understanding of the material and most effective methods of working with the students and their individualized needs. Some types of assistance paraeducators could provide in the classroom include the following;

- Planning and organizing work center activities tied to state standards with attention given to differentiation of center activities. Teacher and paraeducator assess student's mastery of center activities.
- While teacher plans lessons for both groups of students, paraeducator works with one of the groups while teacher works with other group.

- Paraeducator works with students that didn't master material in group instruction and re-teaches the concept or paraeducator works with students that have mastered concept before the rest of the class and offers enrichment activities.
- Paraeducator moves around the classroom ensuring that students are on task and understanding material.

During the year, administrators conduct walk-throughs where they will identify what type of support paraeducators may be providing in the classroom. The methods listed above, as well as remediation or extension and roving and helping students are some of the types of support that paraeducators may provide to support students within the classroom.

Paraeducators may be provided with a snapshot or full copies of IEP's on each student that they work with (see your supervising teacher). If you are provided with a snapshot, these must be kept confidential and locked in a file cabinet when not in your possession. If you do not have a copy of the snapshot or IEP, it may be provided for your review in a common place, such as in the special education teachers' room.

WORKING WITH STUDENTS

Become aware of the specific needs of the students you are assigned to. Understanding program goals (IEP) helps eliminate confusion and provides a better understanding of what the expectations are for the student. It is important to know specifically what the students' limitations are. At the same time, however, it is equally important to know what the students' abilities are. It is very important for our students to be as independent as they can possibly be. Hovering over them and doing too much for them can hinder their progress towards independence.

You are always encouraged to give verbal praise to children or high fives for good work. Do be very careful in regard to age appropriate hugging and touching. Grabbing students' arms or hands or any physical reprimanding should never occur. Also, never verbally berate a child or call them negative names. If in doubt, ask your teacher.

PARAEDUCATOR DUTIES

If the teacher is...	The para can be...
Lecturing the class	Modeling note taking on the board or overhead Completing a graphic organizer for students to use Completing a study tool to support student learning Identifying and record important vocabulary Keep a notebook of activities, assignments, etc. as a model for students
Taking roll	Collecting homework Introducing the bellwork Assisting students in getting organized
Reviewing & modeling directions, modeling first problem	Passing out papers
Giving instructions orally	Writing instruction on board or on a form so students will have a visual Create a sequential to do list for the students
Checking for understanding with large group	Checking for understanding with a small/table groups
Providing direct instruction to whole class	Circulating, providing one-on-one support as needed
Facilitating a silent activity	Circulating, checking for comprehension and participation
Providing large group instruction	Circulating, using proximity control for behavior management
Reteaching or preteaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Listening to students read aloud quietly either individual students or small group of students
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Monitor students' work, organization, understanding

DUTIES OF THE INSTRUCTIONAL PARAEDUCATOR

- Assist individual students in performing activities as directed
- Assist with personal care of students
- Supervise children in hallway, lunchroom, and playground situations
- Assist in monitoring supplementary work and independent study
- Reinforce learning in small groups or with individuals while the teacher works with other students
- Assist in educational demonstrations for the class or small groups
- Provide assistance with individualized program materials
- Assist in carrying out programs of support staff (SLP, OT, PT, APE)
- Score objective tests and papers and maintain appropriate records
- Assist the teacher in observing, recording, and charting behavior
- Assist in preparation/production of instructional materials
- Carry out instructional programs designed by the teacher
- Work with the teacher to develop classroom schedules
- Carry out tutoring activities designed by the teacher
- Implement behavior management plan consistent with teacher implementation/instruction
- Operate and maintain classroom equipment including film projectors, overhead projectors, etc
- Perform clerical task, i.e., typing and duplicating
- Motivate students
- Build self-confidence by providing written or verbal reinforcement
- Assist in detecting any behavioral, health, or physical deviations which warrant the attention of the teacher
- Carry-out orders of therapist or consultants regarding care and management of students
- Arrange classroom according to teacher's plan
- Accompany teacher on extracurricular trips
- Aid children in games and proper use of equipment
- Assist children to and from bus and aid in transportation
- Supervise children moving from place to place in a safe, orderly manner
- Read aloud or listen to children read
- Attend the IEP meeting, if requested

DUTIES AND RESPONSIBILITIES THAT ARE NOT ACCEPTABLE FOR PARAEDUCATORS

- Be solely responsible for a special education instructional or related service
- Be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments
- Be responsible for selecting, programming or prescribing educational activities or materials for the students without the supervision and guidance of the teacher
- Be solely responsible for preparing lesson plans or initiating original concept instruction
- Be assigned to implement the individual education program (IEP) for disabled students without direct supervision and involvement from the professional
- Be employed in lieu of certified special education personnel
- Be used as a substitute teacher, unless the paraeducator possesses the appropriate Kansas certification
- Perform nursing procedures or administer medications without appropriate supervision from an approved health care professional

INFORMATION TO ASK THE SUPERVISING TEACHER

- What records are you responsible for keeping?
- What special services are available to the classroom and the school in which you work?
- What schedules are you responsible for following?
- When do students arrive and depart?
- For what activities such as music, art, etc... will you be responsible for?
- Where are the supplies kept and how are they obtained?
- How much time will you spend in inclusion classrooms? How much time in the special education classroom?
- What pupil records are available to you?
- What is expected of you in terms of student discipline?
- What course should you follow if you feel that you do not have enough to do?
- How does your teacher view the teacher/paraeducator relationship?

TIPS

- Share in the responsibility of discipline
- Bear in mind that teaching is a learned profession. It takes time to learn the work.
- Have patience and understanding toward the teacher and students.
- Let your teacher know your interests, hobbies, background and experience. You may be able to contribute much to special class projects and special interest centers.
- Support the special education program verbally, enthusiastically, and actively.
- Support the district by being involved in district events whenever possible.
- Support your supervising teacher in every way possible!!

WAYS TO SAY "GOOD FOR YOU"

By Edward S. Kubany

- | | |
|--|---|
| <ul style="list-style-type: none">➤ That's really nice.➤ Thank you very much.➤ WOW!➤ I like the way you're working.➤ Keep up the good work.➤ Everyone's working so hard.➤ That's quite an improvement➤ Much better.➤ Keep it up.➤ It's a pleasure to teach when you work like this.➤ Good job.➤ What neat work.➤ You really outdid yourself today.➤ This kind of work pleases me very much.➤ Congratulations, you got that 3 / 4 right!➤ Terrific!➤ I'll bet your mom and dad would be proud to see the job you did on this.➤ Beautiful!➤ I'm very proud of the way you're working.➤ Excellent work.➤ I appreciate your help.➤ Very good. Why don't you show the class?➤ Marvelous!➤ Right on.➤ Sharp! | <ul style="list-style-type: none">➤ I like the way Tom is working.➤ My goodness, how impressive.➤ You're on the right track.➤ John is ready on time.➤ Mary is waiting so well.➤ Dick got right to his cleaning up.➤ Ann is paying attention.➤ You put a lot of work into this.➤ That's clever.➤ Good thinking.➤ That's a good way to look at it.➤ You figured it out.➤ Clifford has finished.➤ Super!➤ That's a good point.➤ You've got it.➤ Out of sight.➤ You make it look easy.➤ I like the way you think of others.➤ You helped me get the right answer.➤ You make my day a little brighter.➤ I'm so glad you're in this class.➤ Will you help me again? You did so well.➤ Happiness is having students like you around.➤ You make me feel good.➤ Students like to have you around.➤ Far Out! |
|--|---|

INTRODUCTION TO EXCEPTIONAL STUDENTS SPECIAL NEEDS

The following information is meant to serve only as an overall introduction to special needs students. Each student is first an individual with individual needs. Not all students will fit into all the descriptions nor will they be educated in the same way. Talk in depth with your supervising teacher to learn the best way to work with each student. The overall goal of each student is to develop skills that will enable them to function effectively in society and their environment.

GENERAL GUIDELINES

- Treat each child as an individual.
- Be kind, consistent and firm.
- Allow each child to be as **independent** as possible.
- Be positive with each child! Give many verbal and non-verbal praises.
- Ask your teacher to demonstrate new tasks or skills; observe the teacher, then have the teacher observe you until both of you are comfortable with the skill.

SPECIFIC SPECIAL NEEDS

Autism (AM)

Autism is a developmental disability which usually affects communication and social interaction. The cause of autism is unknown; however, the number of children diagnosed with autism has greatly increased over the last decade. Other terms of classifications for autism may include Asperger's (a high functioning autism) or Pervasive Developmental Disorder.

General Characteristics include:

- Difficulty with social interactions (playing or relating to children and adults)
- Engage in repetitive activities (repeating phrase or story, performing motor task over and over)
- Resistive to changes in routine
- Unusual responses to environment (sensitive to sounds & light)
- Varying levels of intelligence (many children with autism are average or above average intelligence, some also have mental retardation)

General Teaching Strategies:

- Need highly structured and predictable schedules; the autistic student needs time to prepare if their schedule changes
- Be consistent with student

Emotional Disturbance (ED)

A child with an emotional disturbance has difficulty learning due to an extreme behavior or mental illness. Students' behaviors may either be aggressive in nature (acting out, uncooperative) or passive in nature such as depression or anxiety which may cause the student to withdraw. It is often difficult to determine the cause of an emotional disturbance.

General Characteristics include:

- inappropriate types of behavior or feelings
- may seek attention by aggression
- uncooperative
- often have trouble getting or keeping friends
- resists authority

General Teaching Strategies

- Be very consistent when dealing with behaviors – check with teacher so that you know what to do when behaviors occur
- NEVER use physical restraint unless MANDT trained, Karon Waters and Lisa McKeown are the district’s certified MANDT Trainers.
- Remember, the student misbehaves because he/she has a disability; the student may or may not be able to voluntarily control the behavior
- Help the student to determine good or inappropriate behavior
- Use humor but not sarcasm to deal with problems
- Don’t hold grudges, start each day with a “clean slate”
- Continue to treat the student with dignity and respect in spite of continued behaviors

Hearing Impairment (HI)

There is a wide range of hearing loss. Some children may only hear very loud sounds while others hear normally except for specific low or high pitches. The term deaf implies that a person has a very severe hearing loss and relies primarily on lip reading or sign language for communication.

General Characteristics:

- Language and speech delays, different voice characteristics
- May misunderstand information presented
- Difficulty understanding concepts that are not concrete; takes things literally

General Teaching Strategies:

- Use as many visual cues as possible
- Speak clearly and at a normal pace
- Face the student when talking
- Get the child’s attention before speaking
- Make sure the child is seated close to the speaker
- Pre-teach language/vocabulary

Learning Disability (LD)

Poor achievement in one or more academic areas such as reading, speaking, thinking, memory, spelling, or math. Students may have difficulty processing information either visually or through spoken language. The learning disability is usually a lifelong condition.

General Characteristics

- Usually average to above average intelligence
- Distractible
- Low self-esteem
- Easily frustrated

General Teaching Strategies

- Teach the student compensation strategies
- Allow extra time to complete work
- Teach student to use graphic organizers
- Use the students’ strengths to work on difficult areas

Intellectual Disability (ID)

Students with a combination of several disabilities, severe in nature, such as mental retardation and a physical or sensory (hearing or vision) disability.

General Characteristics:

- Low cognitive ability
- Often need assistance in daily activities or tasks (eating, toileting, mobility)
- Goals primarily non-academic (life skills)

General Teaching Strategies:

- Respect each students' dignity
- Learn how each student communicates
- Celebrate current skills and accomplishments

Orthopedic Impaired (OI)

Physical (motor) difficulties in mobility, writing, sitting; common physical disabilities are cerebral palsy & spina bifida

General Characteristics:

- Hard to control limbs
- Involuntary movements
- May need assistance with toileting, eating and general life skills

General Teaching Strategies:

- Remove or accommodate barriers for students
- Allow students to be as independent as possible
- Speak to person on their level (sit down if they are in a wheelchair)

Speech Language (SL)

Language or speech difficulty understanding or expressing, stuttering or unusual voice characteristics.

General Characteristics:

- Delay in language concepts (sentence length, vocabulary)
- Hard for others to understand

General Teaching Strategies:

- Model good speech and language at or slightly above students' level
- Don't talk for student
- Encourage student
- Ask student to repeat if you did not understand

Visual Impairment (VI)

Significant impairment of vision.

General Characteristics:

- May tire easily
- May need assistance in moving from place to place

General Teaching Strategies:

- Don't lead the child if assisting in walking – let the student take hold of your arm
- Speak directly to the child and let child know who you are if unfamiliar
- May need magnifying glass, large print books or Braille

FORMS

SPECIAL EDUCATION PARAPROFESSIONAL ASSISTANCE CHECKLIST

Special Education Paraeducator Support Checklist

Student: _____

Date: _____

Student Issues / Needs Profile	Place Time Level Duration	Who could assist?	Training Plan	Supervision
<p>1. Safety issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wanders off / runs away <input type="checkbox"/> Hurts self <input type="checkbox"/> Falls <input type="checkbox"/> Puts inedible items in mouth <input type="checkbox"/> Hurts others <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 	<p>Place:</p> <p>Time(s):</p> <p>Level:</p> <p>Low</p> <p>Medium</p> <p>High</p> <p>Duration:</p> <p>Permanent</p> <p>Temporary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> age-peer student <input type="checkbox"/> older student <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> class/program paraprofessional <input type="checkbox"/> 1:1 designated paraprofessional <input type="checkbox"/> parent volunteer 	<p>Indicate training needed / Who delivers</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p>	<p>Check all who share supervisory responsibility / Name lead person</p> <ul style="list-style-type: none"> <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> OT / PT <input type="checkbox"/> SLP <input type="checkbox"/> School Psychologist <input type="checkbox"/> Nurse <input type="checkbox"/> Vision / hearing specialist <input type="checkbox"/> Other professional _____ <input type="checkbox"/> Lead _____
<p>2. Physical needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restroom / diapers <input type="checkbox"/> Orientation / Mobility <input type="checkbox"/> Eating /feeding <input type="checkbox"/> Dressing <input type="checkbox"/> Breathing / respiration <input type="checkbox"/> Medication <input type="checkbox"/> Equipment (e.g. hearing aides, wheelchairs) <input type="checkbox"/> Posture, positioning, <input type="checkbox"/> Medicaid-billable procedures <input type="checkbox"/> Has individualized Health Plan in place <input type="checkbox"/> Other _____ <input type="checkbox"/> _____ 	<p>Place:</p> <p>Time(s):</p> <p>Level: Low</p> <p>Medium</p> <p>High</p> <p>Duration:</p> <p>Permanent</p> <p>Temporary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> age-peer student <input type="checkbox"/> older student <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> class/program paraprofessional <input type="checkbox"/> 1:1 designated paraprofessional <input type="checkbox"/> parent volunteer 	<p>Indicate training needed / Who delivers</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p> <p><input type="checkbox"/> _____ / _____</p>	<p>Check all who share supervisory responsibility / Name lead person</p> <ul style="list-style-type: none"> <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> OT / PT <input type="checkbox"/> SLP <input type="checkbox"/> School Psychologist <input type="checkbox"/> Nurse <input type="checkbox"/> Vision / hearing specialist <input type="checkbox"/> Other professional _____ <input type="checkbox"/> Lead _____

Student Issues / Needs Profile	Place Time Level Duration	Who could assist?	Training Plan	Supervision
<p>3. Communication Needs</p> <ul style="list-style-type: none"> o Instruction in use of technology (including Braille, sign language) o Cues / prompts to use technology o Programming of device(s) o Cues / prompts to communicate with peers / adults o Interpretation o Cues/prompts to use articulation skills o Voice, breathing o Other _____ 	<p>Place:</p> <p>Time(s):</p> <p>Level: Low Medium High</p> <p>Duration: Permanent Temporary</p>	<ul style="list-style-type: none"> o age-peer student o older student o general education teacher o special education teacher o class/program paraprofessional o 1:1 designated paraprofessional o parent volunteer 	<p>Indicate training needed / Who delivers</p> <ul style="list-style-type: none"> o _____/_____ o _____/_____ o _____/_____ o _____/_____ o _____/_____ 	<p>Check all who share supervisory responsibility / Name lead person</p> <ul style="list-style-type: none"> o general education teacher o special education teacher o OT / PT o SLP o School Psychologist o Nurse o Vision / hearing specialist o Other professional _____ o Lead _____
<p>4. Behavioral Needs</p> <ul style="list-style-type: none"> o Disruptive behaviors (e.g, noises, hitting) o Self-stimulation o Resists changing activity o Refuses to follow directions o Takes others' things o Sits passively, doesn't engage in activity o Makes bad choices o Needs specifics of Individual Behavior Plan monitored, supported o Other _____ o _____ 	<p>Place:</p> <p>Time(s):</p> <p>Level: Low Medium High</p> <p>Duration: Permanent Temporary</p>	<ul style="list-style-type: none"> o age-peer student o older student o general education teacher o special education teacher o class/program paraprofessional o 1:1 designated paraprofessional o parent volunteer 	<p>Indicate training needed / Who delivers</p> <ul style="list-style-type: none"> o _____/_____ o _____/_____ o _____/_____ o _____/_____ o _____/_____ 	<p>Check all who share supervisory responsibility / Name lead person</p> <ul style="list-style-type: none"> o general education teacher o special education teacher o OT / PT o SLP o School Psychologist o Nurse o Vision / hearing specialist o Other professional _____ o Lead _____

Student Issues / Needs Profile	Place Time Level Duration	Who could assist?	Training Plan	Supervision
<p>5. Social Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prompts /cues to interact with peers <input type="checkbox"/> Social instruction <input type="checkbox"/> Protection from peers <input type="checkbox"/> Peer instruction how to interact with student <input type="checkbox"/> Adult instruction how to interact with student <input type="checkbox"/> Other _____ 	<p>Place:</p> <p>Time(s):</p> <p>Level: Low Medium High</p> <p>Duration: Permanent Temporary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> age-peer student <input type="checkbox"/> older student <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> class/program paraprofessional <input type="checkbox"/> 1:1 designated paraprofessional <input type="checkbox"/> parent volunteer 	<p>Indicate training needed / Who delivers</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ 	<p>Check all who share supervisory responsibility / Name lead person</p> <ul style="list-style-type: none"> <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> OT / PT <input type="checkbox"/> SLP <input type="checkbox"/> School Psychologist <input type="checkbox"/> Nurse <input type="checkbox"/> Vision / hearing specialist <input type="checkbox"/> Other professional _____ <input type="checkbox"/> Lead _____
<p>6. Academic Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cues to attend to teachers <input type="checkbox"/> Cues to begin tasks <input type="checkbox"/> Cues to remain on task <input type="checkbox"/> Physical use of instructional materials <input type="checkbox"/> Modification of instructions / directions <input type="checkbox"/> Modification of materials, tasks (including Braille) <input type="checkbox"/> Adaptive equipment <input type="checkbox"/> Community-based activities <input type="checkbox"/> Job shadow, exploration <input type="checkbox"/> Work / job skill development <input type="checkbox"/> Other _____ 	<p>Place:</p> <p>Time(s):</p> <p>Level: Low Medium High</p> <p>Duration: Permanent Temporary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> age-peer student <input type="checkbox"/> older student <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> class/program paraprofessional <input type="checkbox"/> 1:1 designated paraprofessional <input type="checkbox"/> parent volunteer 	<p>Indicate training needed / Who delivers</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ <input type="checkbox"/> _____/_____ 	<p>Check all who share supervisory responsibility / Name lead person</p> <ul style="list-style-type: none"> <input type="checkbox"/> general education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> OT / PT <input type="checkbox"/> SLP <input type="checkbox"/> School Psychologist <input type="checkbox"/> Nurse <input type="checkbox"/> Vision / hearing specialist <input type="checkbox"/> Other professional _____ <input type="checkbox"/> Lead _____

SPECIAL EDUCATION PARAPROFESSIONAL ASSISTANCE CHECKLIST DIRECTIONS

Column 1: Student Needs

Check all boxes that apply. Specify other needs that are not listed.

Column 2: Place / Time / Level / Duration of Assistance

Place: Describe the location where the assistance will be provided (e.g. gym, hallway, lunchroom, classroom).

Time: Indicate times of the school day when assistance is needed by hour or period (e.g. 9:15 – 10:00 am or Art class).

Level: For each student, circle the level of support needed using the following descriptions of levels:

Low – support person checks on student periodically, or engages with the student for short periods of time, and provides cues, prompts, instruction, related services or supervision that permits the student to engage in or continue with tasks reasonably independently.

Medium – support person spends approximately one-half of the school day providing cues, prompts, instruction, related services, or supervision that permits the student to engage in or continue with tasks for which partial participation is acceptable and independence is not the short-term objective.

High – support person spends a majority of the school day with the student providing cues, prompts, instruction, related services, or supervision that permits the student to engage in or continue with tasks for which partial participation, rather than independence is the eventual goal.

Duration: Circle the anticipated duration of the support necessary, using the following descriptions:

Permanent - The amount of support, whether low, medium, or high, is provided on a long-term, no-end-in-sight basis to assist a student to engage in or continue with tasks for which he/she is unlikely to gain independence before the next meeting.

Temporary – Indicate the amount of support, whether low, medium, or high, is provided temporarily to assist a student in gaining independence in new environments, activities, acquisition of new concepts, and /or English as a second language. The assumption here is that the student will gain some level of independence during the designated time period and will need less support in future time periods.

Column 3: Who Could Assist

Indicate possible persons who could provide the necessary assistance to the student, considering what other adults and student supports are already in place in each environment. Providing assistance through people who are already in the environment reduces the chance that the student will become overly reliant on adult attention, increases the likelihood that he/she will learn to rely on natural supports in the environment, and reduces the chance that the student will be inadvertently isolated from peers and general education curriculum and instruction.

Column 4: Training

For each student need, time, place of assistance, and for each person who provides assistance, indicate the type of training that will be provided including the person who holds responsibility for assuring the delivery of training.

Column 5: Supervision

Indicate the person(s) who will supervise the assisting person(s). You may specify which of the seven supervisory functions each supervisor will perform. The seven supervisory functions are:

1. orientation to the job
2. delegation / direction of daily tasks
3. planning (based on IEP objectives)
4. scheduling
5. on-the-job training
6. performance monitoring and feedback
7. managing the work environment (including conflict management, communications, problem solving)

PARAEDUCATOR ORIENTATION CHECKLIST

Review this checklist with your supervising special education teacher.

Paraeducator: _____ Date: _____

Special Education Teacher: _____

Items to be reviewed, mutually understood, and written down with your supervising special education teacher.

- Name and educational needs of special education student you will be working with
- Any student medical concerns or procedures you should know about.
- Any student behavior plans you should know about and your role in implementing the plan.
- Your daily schedule (including times for your lunch breaks, time to complete any assigned record keeping).
- The student's(s') daily schedule.
- Any regularly scheduled meeting times.
- Procedures for reporting when you will be absent from work.
- Procedures for reporting when the student(s) you support are absent from school.
- Lines of communication and authority to follow regarding school policy, cooperative policy, questions/concerns about my assignments, questions, concerns about students.
- Orientation to school-wide rules and procedures.
- The role of the para educator in interactions with parents.
- How and where to get needed supplies and equipment.
- What records or data are you responsible for keeping.
- What to do if you do not have enough to do or are concerned that you are being underutilized in the regular classroom.
- Other duties or responsibilities of the para educator.
- Confidentiality
- In-service requirements and resources.
- Who is responsible for planning and adapting.

Notes: _____

PARA EVALUATION FORMS

SPECIAL EDUCATION PARA

Haysville USD #261 Employee Performance Review Special Education Para-Professional

EMPLOYEE INFORMATION

Employee Name _____

Location _____

Job Classification _____

Evaluator Name _____

REVIEW GUIDELINES

Directions:

As with any evaluation process, the intent is to provide information that will enable the employee to improve job performance. Individuals needing to improve in an area shall be given specific information as to the reasons why improvement is needed and time to correct any deficiencies.

Check one rating for each function. The evaluator may comment on any marking but functions marked "Marginal" or "Unsatisfactory" shall include suggestions for improving performance.

Complete this Employee Evaluation using the following scale:

Outstanding – Performance is so successful at this element of your job that special note should be made.

Very Good – Performance at this level is consistently better than average.

Satisfactory – Performance is at or above the standards required.

Marginal – Performance is somewhat below the minimum standard for this element of your job. There appears to be, however, potential and the willingness to improve.

Unsatisfactory – Performance on this element of your job is well below the standards and potential and/or willingness to meet the minimum standards is not immediately apparent.

EVALUATION OF ESSENTIAL JOB FUNCTIONS

1. Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

2. Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

3. Assists medically fragile or physically disabled students for the purpose of maintaining students' personal hygiene.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

4. Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

5. Communicates with supervising instructional staff, professional support personnel, and parents for the purpose of assisting in evaluating progress and/or implementing IEP objectives.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

6. Implements, under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learning concepts.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

7. Maintains instructional materials and/or manual and electronic files/records for the purpose of facilitating instruction; recording student information; and/or meeting mandated requirements.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

8. Monitors students during assigned periods within a variety of school environments (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

9. Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students' success in school.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

10. Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.

Outstanding Very Good Satisfactory Marginal Unsatisfactory

Comments:

11. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional working environment.

Outstanding Very Good Satisfactory Marginal Unsatisfactory

Comments:

COMMENTS AND SIGNATURES

Evaluator Comments:

Employee Comments: _____

I have discussed this performance evaluation with the employee.

Evaluator's Signature

Date

I have reviewed this performance evaluation.

Administrator's Signature

Date

I have read this evaluation of my performance and discussed it with my evaluator.

Employee's Signature

Date

REGULAR EDUCATION PARA

Haysville USD #261 Employee Performance Review Regular Education Para-Professional

EMPLOYEE INFORMATION

Employee Name _____

Location _____

Job Classification _____

Evaluator Name _____

REVIEW GUIDELINES

Directions:

As with any evaluation process, the intent is to provide information that will enable the employee to improve job performance. Individuals needing to improve in an area shall be given specific information as to the reasons why improvement is needed and time to correct any deficiencies.

Check one rating for each function. The evaluator may comment on any marking but functions marked "Marginal" or "Unsatisfactory" shall include suggestions for improving performance.

Complete this Employee Evaluation using the following scale:

Outstanding – Performance is so successful at this element of your job that special note should be made.

Very Good – Performance at this level is consistently better than average.

Satisfactory – Performance is at or above the standards required.

Marginal – Performance is somewhat below the minimum standard for this element of your job. There appears to be, however, potential and the willingness to improve.

Unsatisfactory – Performance on this element of your job is well below the standards and potential and/or willingness to meet the minimum standards is not immediately apparent.

EVALUATION OF ESSENTIAL JOB FUNCTIONS

1. Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

2. Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

3. Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

4. Communicates with supervising instructional staff, professional support personnel, and parents for the purpose of assisting in evaluating student progress.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

5. Maintains instructional materials and/or manual and electronic files/records for the purpose of facilitating instruction; recording student information; and/or meeting mandated requirements.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

6. Monitors students during assigned periods within a variety of school environments (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

7. Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives and ensuring students' success in school.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

8. Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

9. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional working environment.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

COMMENTS AND SIGNATURES

Evaluator Comments:

Employee Comments: _____

I have discussed this performance evaluation with the employee.

Evaluator's Signature

Date

I have reviewed this performance evaluation.

Administrator's Signature

Date

I have read this evaluation of my performance and discussed it with my evaluator.

Employee's Signature

Date

TITLE I PARA

**Haysville USD #261
Employee Performance Review
Title I Para-Professional**

EMPLOYEE INFORMATION

Employee Name _____

Location _____

Job Classification _____

Evaluator Name _____

REVIEW GUIDELINES

Directions:

As with any evaluation process, the intent is to provide information that will enable the employee to improve job performance. Individuals needing to improve in an area shall be given specific information as to the reasons why improvement is needed and time to correct any deficiencies.

Check one rating for each function. The evaluator may comment on any marking but functions marked "Marginal" or "Unsatisfactory" shall include suggestions for improving performance.

Complete this Employee Evaluation using the following scale:

Outstanding – Performance is so successful at this element of your job that special note should be made.

Very Good – Performance at this level is consistently better than average.

Satisfactory – Performance is at or above the standards required.

Marginal – Performance is somewhat below the minimum standard for this element of your job. There appears to be, however, potential and the willingness to improve.

Unsatisfactory – Performance on this element of your job is well below the standards and potential and/or willingness to meet the minimum standards is not immediately apparent.

REVIEW OF ESSENTIAL FUNCTIONS

1. Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

2. Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

3. Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

4. Communicates with supervising instructional staff, professional support personnel, and parents for the purpose of assisting in evaluating progress.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

5. Maintains instructional materials and/or manual and electronic files/records for the purpose of facilitating instruction; recording student information; and/or meeting mandated requirements.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

6. Monitors students during assigned periods within a variety of school environments (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

7. Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives and ensuring students' success in school.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

8. Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

9. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional working environment.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

COMMENTS AND SIGNATURES

Evaluator Comments:

Employee Comments: _____

I have discussed this performance evaluation with the employee.

Evaluator's Signature

Date

I have reviewed this performance evaluation.

Administrator's Signature

Date

I have read this evaluation of my performance and discussed it with my evaluator.

Employee's Signature

Date

ESOL PARA

**Haysville USD #261
Employee Performance Review
ESOL Para-Professional**

EMPLOYEE INFORMATION

Employee Name _____

Location _____

Job Classification _____

Evaluator Name _____

REVIEW GUIDELINES

Directions:

As with any evaluation process, the intent is to provide information that will enable the employee to improve job performance. Individuals needing to improve in an area shall be given specific information as to the reasons why improvement is needed and time to correct any deficiencies.

Check one rating for each function. The evaluator may comment on any marking but functions marked "Marginal" or "Unsatisfactory" shall include suggestions for improving performance.

Complete this Employee Evaluation using the following scale:

Outstanding – Performance is so successful at this element of your job that special note should be made.

Very Good – Performance at this level is consistently better than average.

Satisfactory – Performance is at or above the standards required.

Marginal – Performance is somewhat below the minimum standard for this element of your job. There appears to be, however, potential and the willingness to improve.

Unsatisfactory – Performance on this element of your job is well below the standards and potential and/or willingness to meet the minimum standards is not immediately apparent.

EVALUATION OF ESSENTIAL JOB FUNCTIONS

- 1. Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

- 2. Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

- 3. Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

4. Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing individual learning plan objectives.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

5. Assists the supervising teacher in maintaining instructional materials and/or manual and electronic files/records for the purpose of facilitating instruction; recording student information; and/or meeting mandated requirements.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

6. Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities for the purpose of reinforcing instructional objectives; implementing individual learning plans; and ensuring students' success in school.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

7. Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

8. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional working environment.

Outstanding **Very Good** **Satisfactory** **Marginal** **Unsatisfactory**

Comments:

COMMENTS AND SIGNATURES

Evaluator Comments:

Employee Comments: _____

I have discussed this performance evaluation with the employee.

Evaluator's Signature

Date

I have reviewed this performance evaluation.

Administrator's Signature

Date

I have read this evaluation of my performance and discussed it with my evaluator.

Employee's Signature

Date

STATEMENT OF CONFIDENTIALITY

The Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA) require that records of exceptional students shall be protected at the collection, storage, disclosure, and destruction stages.

- **Special Education Files** – all special education files are to be kept in a secured location (locked file cabinets).
- **Record of Access** – forms shall be placed inside the front cover of each student’s files. This forms has a space for signatures, reason for access and date of those reviewing the file.
- **Authorized Employees** - may only access the files if they have a need to know and review. The list of authorized employees having access to the files must be posted on the file cabinet.

Definitions (that apply to the above procedures)

1. **“Authorized employee”** means person working within the Haysville district who has a legitimate educational interest in the individual child.
2. **“Confidentiality”** mans the protection of personally identifiable information at all stages including:
 - a. **“Directory Information”** means information contained in the educational records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member’s athletic teams, date of attendance, degrees and awards received, and the most recent previous education agency attended.
 - b. **“Educational Records”** means those records, files, documents and other materials which
 - i. Are maintained by the district or by a person acting for the district.
 - ii. Contain information directly related to a student.
 - c. **“Disclosure”** means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic means.
 - d. **“Parent”** means a parent of a student and includes a natural parent or guardian or an individual acting as a parent in the absence of a parent or a guardian.

I have read and understand that student information is confidential and should not be shared with anyone other than those individuals working *directly* with the student.

I also understand that any violation of student confidentiality may result in immediate dismissal.

Printed Name

Signature

Date

KNOWLEDGE LEVEL POINTS REQUEST

**U.S.D. #261 SPECIAL EDUCATION
PARAEDUCATOR IN-SERVICE REQUEST FOR
KNOWLEDGE LEVEL POINTS**

Name: _____ Date: _____

Date of In-service: _____ Location: _____

Who presented the in-service program? _____

Topics Discussed at the In-service and Number of Minutes for Each Topic:

TOPIC	MINUTES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Minutes Requested for Knowledge Level Points: _____

What did you learn by attending? _____

(Use the back if needed)



Immediate Supervisor's Recommendation:

APPLICATION HOURS REQUEST

**U.S.D. #261 SPECIAL EDUCATION
PARAEDUCATOR IN-SERVICE REQUEST FOR
APPLICATION HOURS**

Name: _____ Date: _____

Immediate Supervisor's Name: _____

Date of Knowledge Level In-service: _____

Minutes received at Knowledge Level In-service: _____ (Please include only the minutes in attendance that covered the area you are requesting Application Level hours.)

Minutes requested for Application Level Points: _____ (May not exceed two times the number of Knowledge Level points obtained.)

Describe how you have applied the knowledge and skills learned at the Knowledge Level in-service. Be specific and use the back if needed. (Application Level In-service is to be requested after having applied the knowledge and skills learned at the Knowledge Level for a minimum of 4 weeks.)



Supervisor's summary verifying the *application* of the Knowledge Level in-service has been applied: _____

Supervisor's Recommendation:

_____ I recommend that this paraeducator receive Application Level points.

IMPACT POINTS REQUEST

**U.S.D. #261 SPECIAL EDUCATION
PARAEDUCATOR INSERVICE REQUEST FOR
IMPACT POINTS**

Name: _____ Date: _____

Immediate Supervisor's Name: _____

Date of Knowledge Level In-service: _____

Minutes received at Knowledge Level In-service: _____ (Please include only the minutes in attendance that covered the area you are requesting Application Level hours.)

Minutes requested for Impact Level Points: _____ (May not exceed three times the number of Knowledge Level points obtained.)

Describe how you have had an impact on student outcomes by applying the Knowledge Level in-service over time. Be specific and use the back if needed. (Impact points may be requested after using the strategy over an extended period of time (at least 6 months), and there is documentation of positive student outcomes. *You will need to attach documentation of student outcomes.*)

.....
Supervisor's summary verifying that the paraeducator's use of Knowledge Level in-service has impacted student outcomes. Documentation of student outcomes must be attached:

Supervisor's Recommendation:

_____ I recommend that this paraeducator receive Impact Level points.

INFINITEC REGISTRATION & SIGN-IN PROCESS



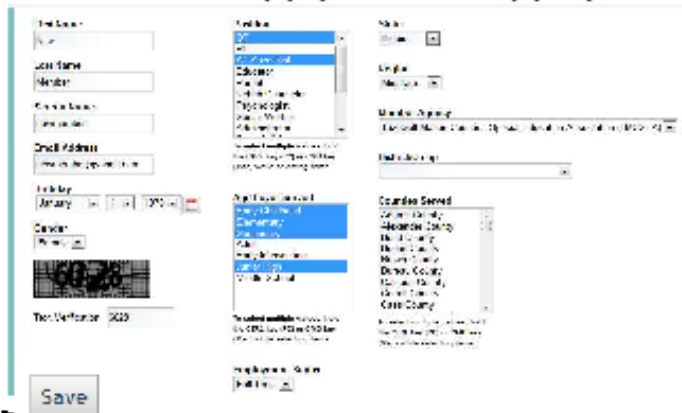
Registration and Sign-in Process for the Website, <http://myinfinitec.org/home>

In the upper corner of the screen, click Register.



Complete the information on this screen. If you have more than one position or serve more than one age level, hold the Control key (PC) or Command key (Mac)

while selecting those fields. Click the dropdowns to select State, Region, Member Agency, District Co-op and Counties served. Hold the Control key (PC) or Command key (Mac) to click and select more than one county served. Click Save.



You will then see a message indicating an email has been sent with your password.



Check your email for a message from Infinitec Web Support titled "Your New Account on myinfinitec.org". **Be sure to check Spam folders if you don't see it. You must open this email and use the password provided.** Enter the password in the field.

Screen Name
newmember

Password
[]

Click "Remember Me" if you are using a computer you regularly use.

Remember Me

Click Sign In.

Sign In

You will then be shown a Terms of Use page. Read the information and select one of the buttons.

I Agree I Disagree

Terms of Use

Welcome to our site. We maintain this web site as a service to all of our users. Please review the following terms carefully. If you do not agree to these terms, please do not use our site.

1. Acceptance of Agreement

You agree to the terms and conditions outlined in this Terms of Use and any agreement between us and you, and our understanding with respect to the Site, the content, product, and service. This Agreement may be amended at any time by us from time to time without notice. Please review this Agreement prior to using the Site.

2. Copyright

The content, organization, interface, design, compilation, and

You are now given the opportunity to change your password. Enter your preferred password twice and click Save.

New Password
Please set a new password.

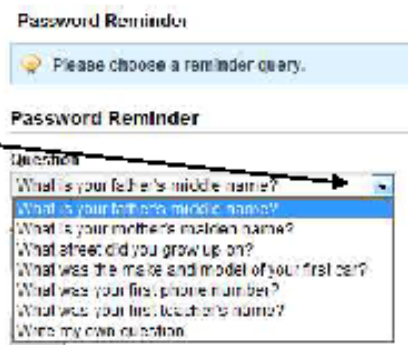
New Password
Password

Enter Again

Save

The Password Reminder is completed next.

Click the down arrow
and choose one of the questions.



Password Reminder

Please choose a reminder query.

Password Reminder

Question

- What is your father's middle name?
- What is your mother's maiden name?
- What street did you grow up on?
- What was the make and model of your first car?
- What was your first phone number?
- What was your first teacher's name?
- Write my own question

Provide the answer
and click Save.



Question

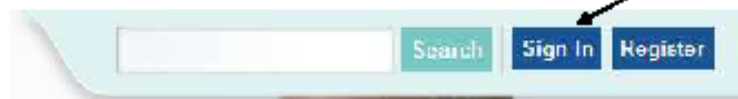
What is your father's middle name?

Answer

Save

**Congratulations! You are now signed in to the website and
will have access to member materials.**

In the future, use your screen name and password to sign in by clicking the Sign In button.



Enter Screen Name and Password.

Click Sign In.

A sign-in form with a white background. It has a 'Screen Name' field containing 'newmember', a 'Password' field, a 'Remember Me' checkbox, and a 'Sign In' button. Arrows from the text on the left point to the 'Screen Name' and 'Password' fields, and the 'Sign In' button.

For Technical Assistance, please email infinitecwebsupport@ucpnet.org.