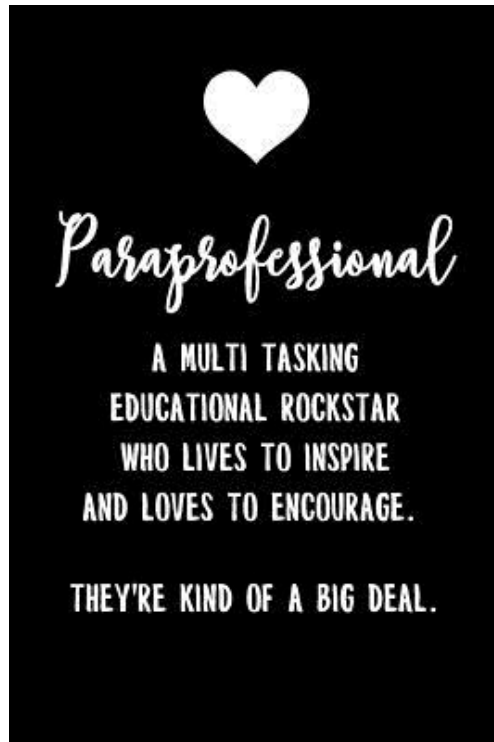


# Warrensburg R-VI



## Paraprofessional Handbook

*“Every job is a self-portrait of the person who does it.  
Autograph your work with excellence!”*

2021-2022



# Duties & Responsibilities

*“Don’t say a little  
in many words,  
but a great deal in  
a few!”*

## **Professional Ethics**

*In order to protect the rights of students and parents, paraprofessionals must be aware of and practice appropriate ethical behavior. They should maintain confidentiality and protect and promote the rights of students to due process, dignity, privacy, and respect. Paraprofessionals must also demonstrate honesty, loyalty, dependability, cooperation, accountability, and a willingness to learn. The following is a suggested code of ethics for paraprofessionals:*

### **Accepting Responsibilities:**

- Engage only in non-instructional and instructional activities for which qualified or trained
- Do not communicate progress or concerns about students to parents
- Refer concerns expressed by parents, students, or others to your teacher
- Recognize the supervisor has the ultimate responsibility for instruction and management and follow the prescribed directions
- Help to see the best interest of individual students are met

### **Relationships with Students and Parents:**

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

### **Relationship with the Teacher:**

- Recognize the teacher as your supervisor
- Establish communication and a positive relationship with the teacher
- Discuss concerns about the teacher or teaching methods directly with the teacher

## **Paraprofessional Job Description**

<b>Position:</b>	<b>Special Services Paraprofessional</b>
To Whom Responsible:	Building Principal Process Coordinator Special Services Teacher to whom assigned Director of Special Programs
For Whom/What Responsible:	To assist the special services teacher to whom assigned.
Qualifications:	Minimum of 60 college credit hours or pass the ParaPro
Experience:	Prefer experience in working with disabled populations.
Primary Responsibilities:	To assist the special services teacher to whom assigned and to work with students assigned to that teacher.

### **ESSENTIAL JOB FUNCTIONS**

#### **PROGRAM OPERATION**

1. Prepares materials as assigned by the teacher.
2. Provides services to students as assigned by the teacher.
3. Provides for individual differences.
4. Assists students in completing assignments.
5. Assists students in moving about the building.
6. Demonstrates knowledge in working with disabled population.
7. Uses time effectively.
8. Communicates effectively with students.
9. Communicates effectively with staff.

#### **CLASSROOM MANAGEMENT**

10. Assists in organizing classroom to promote learning.
11. Demonstrates knowledge in working with students with behavior problems.
12. Follows classroom management procedures as set by teacher.

#### **INTERPERSONAL RELATIONSHIPS**

13. Demonstrates positive interpersonal relationships with students.
14. Demonstrates patience, respect and understanding for students.
15. Demonstrates positive interpersonal relationships with staff.
16. Demonstrates positive interpersonal relationships with parents.

#### **PROFESSIONAL RESPONSIBILITIES**

17. Participates in professional growth activities.
18. Demonstrates initiative and enthusiasm toward work.
19. Follows the policies and procedures of the school district.
20. Follows guidelines developed by the teacher.
21. Conducts self at all times as a representative of the school.
22. Completes other duties and responsibilities as assigned.

## Duties and Responsibilities of the Teachers

Each school building, special education program and their staff function as differently as the many families that make up our community. Diversity extends beyond the individual differences of our students. Special Education teams function in their own individual way, as a means of delivering services to students with special needs.

It is imperative that a clear delineation of the roles of the teacher and the paraprofessional be discussed and determined if a cohesive team structure is to exist. There are a multitude of ethical and legal requirements that teachers must adhere to. Teachers have responsibilities to their students and to the paraprofessionals that they direct the work of. Below is a list of some of those responsibilities:

- Assess student entry-level performance
- Plan instruction for individual students
- Implement goals and objectives of the IEP (individual education plan)
- Supervise and coordinate the work of paraprofessionals and other support staff,
- Evaluate and report student progress,
- Involve parents in their child's education, and
- Coordinate and manage information provided by other professionals.

The following have been identified as necessary roles and responsibilities, as they manage paraprofessionals:

- Set an example of professionalism
- Establish criteria for acceptable job performance of the paraprofessional,
- Provide consistent feedback to assist the paraprofessional in refining skills,
- Communicate the needs of each student to the paraprofessional,
- Establish and communicate the paraprofessional's role in behavior management, and
- Assign the paraprofessional responsibilities which facilitate the teacher's ability to provide more direct student instruction.



## **Role of the Paraprofessional**

The role of the paraprofessional is to enhance the instructional program of students.

Under the guidance of your supervising special education teacher and/or process coordinator, you will be asked to perform many various tasks designed to increase the learning opportunities for students. **100% of your workday should be spent utilizing student contact time.** We discourage the use of your time for making bulletin boards, or making excessive copies, for example.

Below are listed the types of duties that you may be assigned to perform:

- Assist individual students in performing activities initiated by the teacher
- Assist teacher in collection of data on students' progress toward specific learning objectives
- Attend training or meetings when needed
- Supervise specific children in the hallway, lunchroom, playground, or to and from the bus
- Assist teacher in data collection (observing, charting, and recording behavior)
- Assist teacher with crisis problems or behavior management
- Carry out instructional programs designed by the teacher
- Attend to physical and/or medical needs of the students when needed
- Assist in monitoring supplementary work or independent study
- Provide assistance with individualized programmed materials or specialized equipment for specific students
- Reinforce appropriate learning behaviors of students while a teacher teaches
- Assist in the production of instructional materials (i.e. making flash cards, etc.)
- Assist students in a regular classroom setting in order to insure optimal learning

## Comparison in the Roles of the Teacher and Paraprofessional

Area	Teacher Role	Paraprofessional Role
Classroom Organization	Plan weekly schedule, lessons, room arrangements, learning centers, and activities for individuals and the entire class.	Implements plan as specified by teacher.
Assessment	Administers and scores formal and informal tests.	Data collection
Setting Objectives	Determines appropriate objectives for groups and individual children.	Carries out activities to meet objectives as directed by teacher.
Teaching	Teaches lessons for the entire class, small groups, and individual children.	Reinforces and supervises practice of skills with individual and small groups as directed by teacher.
Behavior Management	Observes behavior, plans and implements behavior management strategies for entire class and for individual children.	Observes behavior, carries out behavior management activities as directed by teacher.
Building a Classroom Partnership	Arranges schedule for conferences, shares goals and philosophy with paraprofessional, organizes job duties for paraprofessional.	Shares ideas and concerns during conferences and carries out duties as directed by teacher.



District

Resources

## Paraprofessional Staff Development

### District Staff Development

Opportunities for staff development are offered for all paraprofessionals several times during the year. All returning Para's are required to have 10 professional development hours each year and any new para's are required to have 15 professional development hours their first year and 10 any remaining years.

DESE website information and PD opportunities.... <https://dese.mo.gov/special-education/effective-practices/paraprofessionals>. It is recommended that paraprofessionals participate in all parts of the DESE PD. These will count towards your required PD mentioned above if you log them in Frontline.

### Safe Schools

This training contains videos that are required by staff to watch annually.

These videos may be accessed through the email that you will receive from SafeSchools Online Training after Laurie Tapp ([ltapp@warrensburgr6.org](mailto:ltapp@warrensburgr6.org)) shares the video with you via email.

### Confidentiality Training

It is the requirement of the State Department of Education, Special Education Division, that training and information on confidentiality be provided to all district personnel. This training typically occurs at the beginning of the school year.

### How to Access Frontline

You are required to use 'Frontline' when registering for in-services and training. You will need to set up an account at the following web address:

<https://login.frontlineeducation.com/login?signin=cf637cac8a631e7ce9ff2d2e25c9ffc&clientId=superSuit#/login>.

Once your account is set up, you will click on professional leave request on the left side of the screen:

1. Complete the first section. The initiated by: should be DISTRICT SPED. The activity format should be 'Inservice.'
2. Dates/Times/Location: Complete the date of the meeting, start and end times, meeting location, and signify "YES" for sub needed. Complete absence start/end time and location of absence.
3. Provider: Choose either DESE or WBG, unless some other organization (i.e., KCLASE).
4. Cost Estimates: Do not complete this section.
5. Professional Development Hours: List the professional development hours you will earn.
6. Goals and Objectives: Choose Goal 1, Objective A
7. Purpose: Select professional development hours, and hit SUBMIT button.

Should you have questions on how to set up an account or enter a professional development request, please contact Kim Sproat, Special Services Administrative Assistant at 660-747-7823 ext. 2012 or [ksproat@warrensburgr6.org](mailto:ksproat@warrensburgr6.org) .

## Confidentiality

### Students

One of the most important aspects of ethical behavior for paraprofessionals is the handling and disclosure of confidential information about students and their families. During the normal course of daily activities, the para comes in contact with a wide variety of information about students. Information may include test scores, behavior, attendance, family problems, and many other kinds of personal information. School personnel, including paraprofessionals, are required by law to keep this information confidential and a signed confidentiality form must be on file with the Warrensburg R-VI School District.

***Discussion of personally identifiable information regarding a student in the teacher's lounge, lunchroom, or any other public area is both unethical and illegal.***

Information about a student is confidential and should only be shared with teachers and staff who directly work with the student. ***Never discuss students with parents in any setting.*** Kindly explain that you cannot discuss the student and suggest they call the teacher.

### Co-Workers

It is also very important that you practice confidentiality with teachers and other school personnel. Teachers need to feel confident that you are not in their room to make judgments about their teaching, discipline techniques, or other things that may happen in the room. Do not discuss what goes on in the classrooms you work in with anyone else. This will ensure a level of trust that will benefit both the teacher and the para. If there is something you think the teacher should know, discuss it with him/her later. Please do not discuss incidences or concerns in front of students and never interrupt instruction unless the situation is urgent.

## **CONFIDENTIALITY**

It is a requirement of the State Department of Education, Special Education Division, that training and information on confidentiality be provided to all district personnel. We are all aware that confidentiality is extremely important in all aspects of the school environment. It is the policy of the District that all information on a student that is collected and maintained by the District will be protected to ensure the confidentiality of all such information. The information included in this packet is taken from P.L. 90-247, TITLE IV FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, the District Compliance Plan and the State Plan for Special Education and will hopefully help you in understanding the confidentiality involved with all students in the district.

**A. Assurances of Confidentiality**

The District assures the confidentiality of personally identifiable information in the following manner:

1. Persons collecting or using personally identifiable data will receive training.
2. A current list of names and positions of those employees having access to personally identifiable data will be maintained. (This list will be posted in each building.)
3. An official is appointed in the district who is responsible for assuring that all personally identifiable data is collected, stored, disclosed, and destroyed by the district according to the provisions governing the confidentiality of the data.

**B. Access Sheet**

An access sheet is included in each child's special services file for completion by individuals reviewing information. The access sheet will include:

1. Names of such individuals;
2. Date file was reviewed;
3. Purpose for which the data was reviewed.

The record of access shall be maintained in each special services pupil's file which contains confidential information. Authorized employees of the agency who access confidential information in a pupil file are not required to be listed on the Record of Access each time they review confidential information. The District is required, however, to maintain a list in a central location of those employees who may have access to confidential records. Only employees of the district who have a legitimate need to review confidential records for the purpose of providing a free appropriate public education shall be included on the list.

**C. Public Notice**

A public notice is published annually in the local newspaper describing access rights of all parents to personally identifiable data relating to their child. The notice indicates that public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. It further states that parents have the right to request amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. The notice also indicates that parents have the right to file complaints with the U.S. Department of Education or the State Department of Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act.

**D. Records of More Than One Child**

If any education record includes information on more than one (1) child, the District shall allow the parent to inspect and review only the information relating to their child or to be informed of the specific information.

**E. Fees**

The District may charge a fee for copies of records, which are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The District may not charge a fee to search for or retrieve the education records of a student.

**F. Access Rights**

The following rights exist for a parent or eligible student when inspecting and reviewing education records:

1. Each local school district shall permit a parent or eligible student to inspect and review the education

- records of the student.
2. The school district shall comply with a request for access to records within a reasonable period of time, but in no case more than 45 days after it has received the request.
  3. The district shall respond to reasonable requests for explanations and interpretations of the records.
  4. The district shall give the parent or eligible student a copy of the records if failure to do so would effectively prevent the parent or student from exercising the right to inspect and review the records.
  5. The district shall not destroy any education records if there is an outstanding request to inspect and review the records.

The school district shall give full rights to either parent, unless the district has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

**G. Procedures for Amending Confidential Information**

1. The District shall inform the parent(s)/legal guardian(s) of their right to request amendments to data compiled by the district if the parent(s)/guardian(s) believes that such data is inaccurate, misleading, or violates the privacy or other rights of the students.
2. If the parent(s)/guardian(s) requests such an amendment, the District will afford the parent(s)/legal guardian(s) the rights provided in the Family Educational Rights and Privacy Act (regulations 99.21 and 99.22) and follow the procedures outlined in those regulations.

**H. Disclosure of Personally Identifiable Information**

The District will require written consent from the parent(s) or legal guardian(s) before it releases information from the educational records of the child, unless it is authorized to do so under Sections 99.31 and 99.34 of the regulations implementing the Family Educational Rights and Privacy Act.

1. Written consent from the parent(s)/legal guardian(s) or emancipated student shall be obtained by the District before any personally identifiable information is:
  - a. disclosed to anyone other than officials of the public-school district in which the student attends or will attend;
  - b. used for purposes other than educational purposes specified in IDEA, Part B, Section 300.571(a)(2) of the federal regulations;
  - c. sought directly from the child by initial formal evaluation; or,
  - d. disclosed to the student's parent(s)/legal guardian(s) once the student reaches the age of 18, provided the student is her/her own legal guardian.

**I. Destruction of Data**

The District shall inform the parent(s)/guardian(s) when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parent(s)/guardian(s). However, a permanent record containing the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be retained without time limitation.

**J. Children's Rights**

All rights indicated herein with regard to parents and children shall pass to the child upon reaching age 18, except in the case of a child with a disability who is legally determined to be incompetent to make such decisions for himself/herself and for whom legal guardianship or conservatorship is required beyond the age of 18. In those instances, the legally established guardian or conservator shall maintain the rights to privacy as previously outlined.

I have read this confidentiality information and agree to follow these guidelines:

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Signature of Staff Member

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Date

