Dear Paraprofessional,

Welcome to a fantastic year as part of the Special Education team at Harrisonville! You are entering one of the most important and rewarding professions. As a support staff member, you have a critical role in the educational process. You will influence the lives of children daily.

Challenges occur every day for students, faculty, and staff. It is not uncommon to feel overwhelmed at times. This handbook will help guide you throughout the year. It is meant to provide a basic resource for you and as a place to organize information that is provided to you in training throughout the year.

Your job is essential to the success of our Special Education students.

Have a wonderful year!
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PROFESSIONAL EXPECTATION
As a new employee, we recognize that you are currently going through a significant life change. The Handbook is an attempt to reduce some anxiety by providing you with a preliminary foundation as you transition into your new position. Most of what you will need to know will be learned on the job through collaboration with your classroom teacher and building principal. However, the Handbook will provide basic information as you embark upon your first days within the classroom. To assist you in this process, the Orientation Checklist located in the Resources section of the Handbook should be submitted and reviewed with your process coordinator within the first week of school.

District Information:
Once you have been offered a position within the school district, there are four key district employees you will need to contact.

- The Secretary to the Assistant Superintendent will issue a letter of intent to employ and provide you information on where to have your background check completed. She will also collect copies of your college transcripts if you have hours towards a degree.
- You will need to schedule an appointment with Business Services to complete employment, insurance and benefits paperwork.
- Contact the Technology Department to receive directions on accessing school district email.
- Call the Secretary to the Director of Special Education to schedule a Para Pro Praxis test. This test measures basic skill levels in reading, writing, and math. Paraprofessionals with 60 college hours or greater can be exempted from the test. College transcripts must be on file in order to waive the requirement. Test preparation materials are available for the exam and must be requested.

Secretary to the Director of Special Education 816.380.2727, ext. 1500
Business Services 816.380.2727, ext. 1400
Technology Department 816.380.2727, ext. 1301

Accessible Resource:
The Harrisonville School District web site is full of useful information to new staff members. The web address is www.harrisonvilleschools.org. Under the “District” tab you can locate the current school year calendar. All paraprofessionals work on days of student attendance. In addition, days immediately before or after holidays are considered restricted and permission is needed by the Assistant Superintendent in order to take leave. In addition, the Special Education web page also has links that identify special education personnel and lists resources available to staff, parents, and students.

Building Information:
Your building secretary is a key person to get to know. She can provide you with
procedural information and forms in reference to Fire/Tornado drills, map of the school, how and when to complete timesheets, and requesting leave time. Para start and end times for schools are listed below for reference. It is important that you fill out the actual time of arrival and departure when completing your timesheets. Please do not round, please see your building secretary for specific procedures.

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Paraprofessionals are scheduled to work a seven hour day. You will be scheduled to have a 30 minute duty free lunch. This should be indicated on your timesheet daily. You are not compensated during your lunch. Breaks for restroom, phone calls, checking email should be discussed with your classroom teacher so that it does not conflict with instructional needs.

All employees have the opportunity to open a lunch account with the school. Please be careful to manage the account so that you do not exceed funds available and overdraw on the account. Please check with the building secretary or lunchroom staff to verify the cost of an adult lunch.

**Classroom Information:**
Depending on what time of year you have been hired, it is not uncommon for you to be in the classroom working with children your first day of work. This does not provide you with a lot of opportunity to become familiar with your surroundings or ask basic questions. The relationship you develop with your classroom teacher is critical to a smooth transition. Depending on what grade level you are working with, you could be working with multiple teachers with multiple sets of expectations. The first few days of school are always very busy with addressing student needs; however, it is imperative that good communication occur between teachers and paraprofessionals. Please remember to be flexible. Schedules may adjust frequently as staff gets to know the needs of children. Some initial questions you should ask on your first day include:

- Where do I park?
- Where do I put my belongings? Lunch?
- Who will give me my schedule?
- When do I eat lunch?
- What is the best time for me to check my district email account?
- Are there specific students you would like me to work with?
- Where can I access their IEP goals and accommodations?
The Paraprofessional’s Role

Paraprofessionals play a vital role in today’s classrooms. Under the supervision of teachers, paraprofessionals often prepare learning materials, instruct individual students and small groups of students, and assist with daily living skills for students with exceptional needs. A copy of your Harrisonville job description is located in the Resources section of the Handbook.

Job Responsibilities and Duties
To promote the success of any special program, a team approach must be accepted and implemented by all personnel, regular and exceptional, that serve exceptional children. The various stages of planning, implementing, and administering special services requires that personnel agree that the express purpose of all exceptional programs is that of serving the exceptional child and that all considerations be directed toward the welfare of that child. It is expected that the exceptional child be a recipient of all privileges and services granted other students.

Paraprofessionals participate as active team members in a variety of ways. Each program and level contains specific challenges and routines that are unique to the program. Your duties will vary from building to building, program to program, and student to student. In general, you are considered a “building professional” and although you may be assigned primarily to one teacher, you may also be asked to perform tasks for any other exceptional education teacher in the building or work with any other exceptional education student. Your location assignment may also change based on programming need. This will be done at the discretion of the Special Education Director.

Due to the increasing nature of inclusion, paraprofessionals must be able to work independently and professionally and are frequently asked to make decisions pertaining to academic work. These decisions are sometimes made without the opportunity to consult with the exceptional education teacher. Setting up a communication system between you and your supervising teacher is essential.

All the possible duties that you may assume cannot be listed here. In each case, you should have communication with your supervising teacher.

Appropriate classroom responsibilities:
- Assess student needs and progress, under teacher direction
- Plan and implement activities to meet the needs of a broad range of exceptional children
- Assist individual students in performing activities as directed
- Supervise exceptional education student 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 programmed materials
• Assist in carrying out programs of support staff: Speech/Language Therapist (SLP), Occupational Therapist (OT), Physical Therapist (PT), Behavior Specialist
• Score tests and papers and maintain appropriate records
• Assist the teacher in observing, recording, and charting behavior and implementing Behavior Improvement Plan
• Carry out instructional programs designed by teacher
• Work with teacher to develop classroom schedules
• Operate and maintain classroom equipment
• Perform clerical tasks related to instruction
• Organize learning centers
• Maintain healthy and safe environment
• Attend IEP meetings at the request of the teacher or administrative personnel
• Assist student with hygiene needs as necessary at any grade level. This may include toilet training, diaper changing, and grooming skills,
• Assist with teaching feeding skills, manners, monitoring various levels of independence in the lunchroom
• Lift/transfer individuals from floor to wheelchair, chair to floor, chair to various other furniture/equipment (after receiving proper training from therapist or teacher)
• Take data and run data based programs under the supervision of the teacher
• Run a small group with supervision from the teacher
• Adapt work or classroom materials under the supervision of a teacher
• Other duties assigned based on programming needs

Unacceptable Responsibilities:
• Be solely responsible for special education instruction or related service
• Be responsible for selecting or administering formal diagnostic or psychological instruments or interpret the results of those tools
• Be responsible for selecting, programming, or prescribing educational activities or materials for 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 Plan for exceptional students without the direct supervision and involvement of the teacher
• Be employed in lieu of certified exceptional education personnel
• Be used a substitute teacher, unless the paraprofessional possess the appropriate Missouri certification and has been hired in such a capacity for that day
• Perform nursing procedures or administer medications without appropriate training/supervision from an approved health care
Collaborating with Teachers
No matter how well a program is designed, success depends on good communication between the teacher and the paraprofessional. Poor communication skills and negative statements are at the heart of most problems. The learning process is totally dependent upon the staff establishing and maintaining good lines of daily communication. However, communication with students and staff goes beyond verbal interaction and includes nonverbal interaction. Research has concluded that approximately 80% of communication is nonverbal. Your actions may speak louder than your words.

Effective communication between you and your supervising teacher is essential.
- Listen actively
- Know, respect, and understand attitudes
- Share common vocabulary
- Be aware of non-verbal cues
- Be clear on directions and expectations
- Be aware of special interests and talents
- Create an atmosphere of trust, cooperation, respect and loyalty

Ideally a time should be set aside weekly for you and your supervising teacher to discuss current student issues and plan together. As this is not always possible, the following is a list of ideas you may wish to try:
- Create a daily clipboard to share information about student issues
- Plan and write out your work schedule at the start of the year/quarter/semester
- Meet less frequently but for a longer period of time
- Leave “honey do” lists (for both of you)
- Create a centralized calendar to denote the days that either one of you may be gone (appointments, personal days, etc.)
- Exchange personal phone numbers or emails to use for sick day notification (you must also follow building level notification procedures)

Questions for Clarity
- How will we communicate about the students (e.g., lesson plans, regularly scheduled time, etc.)?
- What do you want me to communicate to you on a regular basis?
- What and how should I communicate with teachers and staff?
- Are there special instructions for each student I will be working with?
- What are the priorities for each student I will be working with?
- What lesson plan system will you provide?
- Where should I document information regarding academics, behavior, schedule changes, etc?
- What is your classroom positive behavior support plan?
- What are your classroom rules?
- What are the strengths and interests of the students I’ll be working with?
- How should I communicate to you regarding students’ behavior?
- What are your typical classroom routines and schedules?
The Teacher’s Role

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, as noted by Al Steckelberg (1995) from the Barkley Memorial Center Paraprofessional Self-Study Program at the University of Nebraska – Lincoln and is recognized within our system.

- 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.

Heller and Picket (1983) have identified the following necessary teacher 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,
- Assign the paraprofessional responsibilities which facilitate the teacher’s ability to provide more direct student instruction, and
- Assist the paraeducator in defining his/her position as an authority figure.
Professional Attitude

Others perception of your attitude is often developed from verbal and nonverbal cues. The success of the paraprofessional is often tied into others perception of attitude. A positive attitude can be conveyed in many ways. 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 initiative. Show responsibility by looking ahead at what needs to be done and 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 what is being requested, ask questions! Never resort to your own methods unless discussed with the teacher first. Work only 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 students. Go ahead and perform the task or teaching concept, then discuss it with the teacher after school.

All employees convey an image of the school district to other professionals, parents, and to the community as a whole. We want this to be a favorable image. The paraprofessional is as much a part of creating this image as the other staff members. Therefore, your actions, speech, and dress should be appropriate and professional at all times. Show your support for the exceptional education program as well as your supervising teacher verbally, enthusiastically, and actively. Involve yourself in school events whenever possible.

Attendance
Attendance and punctuality convey how seriously you take your job. You are a professional. Your supervising teacher and the students you work with count on your being at work and on time every day.

Working with Students
Become aware of the specific needs of the students you are assigned to work with. Understanding program goals helps eliminate confusion and provides a better understanding of what the expectations are for the student. The most effective way to do this is review the IEP’s and BIP’s of the students you work with. It is important to know specifically what the student’s limitations are. At the same time, however, it is equally 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 toward 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 student’s 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.
Code of Ethics

This document is intended to supplement District policy and to provide paraprofessionals and their supervisors, guidance in how paraprofessionals should conduct themselves in their employment. The standards of professional conduct for paraprofessionals in the Harrisonville School District are as follows:

- A paraprofessional shall provide professional education services in a nondiscriminatory manner.

- A paraprofessional shall make reasonable effort to protect the student from conditions harmful to health and safety.

- In accordance with state and federal laws, a paraprofessional shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

- A paraprofessional shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

- A paraprofessional shall not use professional relationships with students, parents, and colleagues to private advantage.

- A paraprofessional shall only accept direction from licensed personnel.

- A paraprofessional shall not deliberately suppress or distort subject matter.

- A paraprofessional shall not knowingly falsify or misrepresent records or facts relating to that paraprofessional’s own qualifications.

- A paraprofessional shall not knowingly make false or malicious statements about students or colleagues.

- A paraprofessional shall only modify curriculum or re-teach after licensed personnel has provided initial instruction.
Legal and Ethical Duties

Paraprofessionals must:

- Maintain confidentiality
- Respect the legal and human rights of students and families
- Follow district policies for the health and safety of students
- Understand roles and responsibilities of the educational staff
- Follow the directions of teachers and other supervisors
- Follow the chain of command for administrative procedures
- Demonstrate dependability, integrity, respect for student differences and other standards of critical conduct
- Demonstrate a willingness to participate in training activities to improve performances

What Paraprofessionals Need to Know about Confidentiality:

- Family Educational Rights and Privacy Act (FERPA) is the federal law that protects the privacy of student education records and is posted on our district website.
- Parents or age eligible students (18 years) have the right to inspect and review the student’s education records maintained by the school.
- School must have written permission from the parent in order to release any information from the education record.

Maintaining Confidentiality When Working with Students and Families:

- Confidentiality is one of the most critical and important aspects of your job as a paraprofessional.
- It’s your legal responsibility to observe both the rights of individuals and of parents in regards to data privacy.
- Discussing specific facts about students is a violation of the student’s confidentiality rights.
- Matters regarding students are confidential and cannot be a topic of public discussion. This includes the teacher’s lounge, the grocery store, and not even with others who do not work with the student.
- Even if you do not mention a student’s name, talking about an incident can give identifiable information.
- It is also extremely inappropriate to discuss programming information with the student’s parents without your supervising teacher’s presence. This includes any form of social media contact. If concerns are voiced to you, simply respond “You’ll need to visit with Mr./Mrs. ___________ about that.”
- All parent communication is to go through the teacher.
Professional Requirements

Performance Evaluations
The building administrator will conduct an evaluation with input from your classroom teacher for each paraprofessional during the school year in accordance with the Policies of the Board of Education. Contact your building administrator if you would like to see a copy of the Harrisonville School District Special Education Paraprofessional Evaluation and a copy of a Performance Improvement Plan.

Professional Development In-service
The state of Missouri requires professional development for all paraprofessionals. It is mandated that this training be consistent across all paraprofessionals in all school settings. Missouri standards require 15 hours for all new paraprofessionals. All experienced paraprofessionals are required to complete 10 hours. The Harrisonville School District will offer in-district opportunities for professional development. Documentation of these hours will be required with the signature of the trainer. This information will be submitted to the Assistant Superintendent of Student Services Secretary at the end of the school year. If hours have not been fulfilled by the end of the school year, you may not be re-hired to your position.

Independent Study is an option available to new paraprofessionals needing 15 hours. Acceptable independent study activities include the following: professional reading, related videos, and collaboration with teachers. All independent study activities must be approved by the Assistant Superintendent of Student Services prior to the activity. There is a resource library located at the district office to assist with independent study.

ParaPro Assessment Required
Our district policy requires that each para and building aid take the Parapro Assessment if he/she does not have 60 hours of college credit. This is an internet based test given at the district office and consists of 90 multiple-choice questions measuring skills in reading, math, writing, and the ability to apply those skills. There are study guides available and the district will schedule and pay for the assessment.

Conflict Resolution
Sometimes issues and concerns arise which require further discussion. The chain of command is an effective and acceptable procedure whereby paraprofessionals may address work related concerns. A paraprofessional who has an issue or concern should first communicate their concerns to the classroom teacher with whom they work. If the concern cannot be resolved with the classroom teacher, it should be directed to the next supervisory level, which would be the building Process Coordinator. The next step would be your building administrator. If the concern cannot be resolved at the building level, the paraprofessional may refer the concern to the Assistant Superintendent of Student Services.
Special Education Glossary of Terms

ADHD – Attention Deficit Hyperactivity Disorder

BIP – Behavior Improvement Plan

Continuum of Services – a general term for the range of services available to students with exceptional education needs

FAPE – Free Appropriate Public Education

FBA – Functional Behavior Assessment

FERPA – Family Educational Rights and Privacy Act

IEP – Individualized Education Plan

IDEA – Individuals with Disabilities Education Act

Inclusion – participation in age-appropriate settings with non-disabled peers

LRE – Least Restrictive Environment

Multi-Disciplinary Evaluation – a form of evaluation which uses various specialists functioning as a team to evaluate all areas of concern for a student

Negative Reinforcement – strengthening an outcome by immediately following it with the removal of something the student doesn’t like

OCD – Obsessive Compulsive Disorder

ODD – Oppositional Defiant Disorder

OT – Occupational Therapist

Process Coordinator – individual who coordinates and supervises the special education process in the buildings throughout the district

Positive Reinforcement – strengthening an outcome by immediately following it with the addition of something the student likes

SLP – Speech Language Pathologist

PT – Physical Therapist
Understanding Special Education

Purpose of Special Education
For most children, the general education curriculum and instruction are effective. Children who are have cognitive, physical, health, sensory, or behavioral disabilities, however, often need special education.

Federal law defines special education as “specifically designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child” (taken from the Individuals with Disabilities Act Amendments, 33.14.1997). For special education to be meaningful it should be “individually planned, specialized, intensive, goal-directed instruction” and designed to prevent, eliminate, or overcome the obstacle that might keep the student from learning and from full participation in school and society (taken from Exceptional children: An introduction to Special Education, Heward 2003).

IDEA: Special Education Law
The Individuals with Disabilities Act (IDEA) was passed originally in 1975. Its purpose was to ensure that all children with disabilities had available to them a public education that recognized and responded to their unique needs, and to protect the rights of children with disabilities and the parents in the educational process. The majority of the resulting rules and regulations mandate how schools design and deliver special education services.

One main component of this include a Zero Reject responsibility from which schools are responsible for finding, evaluating, and educating all students with disabilities. No school can tell a parent that a child is too severely disabled to benefit from services. This regulation encompasses all children from birth to twenty-one years of age.

A second main component of IDEA is that all children with disabilities receive a Free Appropriate Education (FAPE). This means that special education services are provided at public expense, should be designed to allow the child to benefit from the services, and must be provided according to the child’s needs.

IEP: Individualized Education Plan
The IEP is the centerpiece of special education. After a student has been evaluated and determined to have a disability an IEP is written to guide their educational process. The IEP is written by a team whose members include: the parents, exceptional educators, general educators, a person who can interpret the evaluation results, and a person who can represent the school district. Other people may be invited to participate in the IEP at the request of the parent or school district. When appropriate, the student may participate as well. The IEP is revised and updated a minimum of once a year and the evaluation is reviewed a minimum of once every three years.
An IEP must include the following components:

- A statement about the child’s present level of performance, including how their disability effects their involvement in the general education curriculum
- Measurable goals
- A statement of the services to be provided to the student
- An explanation of how much the child will participate with non-disabled peers
- A statement about how state and district assessments will be provided
- The projected date for starting services
- A statement as to how the child’s progress will be monitored

**LRE: Least Restrictive Environment**
IDEA also mandates that students with disabilities be educated to the greatest extent possible with same-age, non-disabled peers. This is based on the belief that the general education classroom is the best place for any child to receive educational services. A child with a disability should not be removed from the general education classroom unless his/her disability is so severe that she cannot benefit from general education services. According to IDEA a child must receive services in the least restrictive environment in which an appropriate education can be provided and in which he/she can benefit from services.
The Harrisonville School District provides special education and support services to all students with disabilities who attend school in our district. Students with disabilities are eligible from birth through age 21.

**Harrisonville offers services for students with these disabilities:**
- Speech or Language Impairments
- Intellectual Disability
- Orthopedically Impaired
- Deaf/Blind
- Hearing Impairment/Blindness
- Visually Impairment
- Multiple Disabilities
- Specific Learning Disability
- Emotional Disability
- Other Health Impairment
- Autism Spectrum Disorders
- Young Child with a Developmental Delay
- Traumatic Brain Injury

**These related services also are available for students with disabilities:**
- Developmental/Adapted Physical Education
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Counseling Services
- Social Work Services
- Transition Planning

**These support services also are available to all students:**
- Health Services
- Homebound Instruction for Long-Term Illness
- Continuing Education during Pregnancy
Exceptional Students and Special Needs

General Guidelines
The following information is meant only as an overall introduction to exceptional needs categories of disability. It is not all inclusive.

Each student is first an individual with individual needs. Not all students fit all the descriptors of their disability category, not 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. Further in-depth training will be provided to you through in-district professional development throughout the year.

Always remember:
- Treat each child as an individual
- Be kind, consistent, and firm
- Be positive

Autism
Autism is a developmental disability which significantly effects verbal or non-verbal communication and social interaction, generally evident before the age of three, which adversely affects a child’s educational performance. The term does not apply if the child’s performance is adversely affected primarily due to an emotional disturbance.

General characteristics include:
- Difficulty with social interactions
- Engaging in repetitive activities
- Resistance to changes in routine
- Unusual responses to the environment
- Varying levels of intelligence

General strategies may include:
- Highly structured, predictable routines
- Consistency
- Visuals
- Social stories
- Task analysis
- Sensory integration
- Social skills training
- Generalize instruction to all environments
**Emotional Disturbance (ED)**
This refers to a condition in which a student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects their educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors, an inability to maintain interpersonal relationships, inappropriate behaviors or feelings under normal circumstances, a general pervasive mood of depression, and a tendency to develop physical symptoms or fears associated with personal or social problems.

The term includes schizophrenia, but does not apply to children who are maladjusted or who present with conduct disorders. Students who experience problems in everyday living and/or those who develop transient symptoms due to specific crisis are not considered to be emotionally disturbed.

General characteristics include:
- Inappropriate types of behavior and feelings
- May seek attention through aggression
- Non-compliance
- Trouble getting or keeping friends
- Resistant to authority

General teaching strategies may include:
- Consistency
- Never physically restrain (unless trained and guided by a supervising teacher)
- Don’t take it personally, they student may not be able to voluntarily control his/her behavior
- Teach appropriate behavior
- Use humor
- Don’t hold grudges
- Show respect to the student

**Deaf/Blind**
This term refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated in programs solely for children with one impairment.

General characteristics include:
- Language and speech delay
- Misunderstanding information that is presented
- Difficulty with abstract concepts
- May tire easily
- Needs assistance traveling

General teaching strategies may include:
- Using three-dimensional visuals
- Speaking clearly
- Face the student when speaking
- Get attention before speaking
- Sighted guide
- Adaptive materials

**Hearing Impairment/Blindness**
This term refers to impairment in hearing, permanent or fluctuating, which adversely affects a child’s educational performance.

General characteristics include:
- Language and speech delay
- Misunderstanding information that is presented
- Difficulty with abstract concepts
- May tire easily
- Travel assistance may be necessary

General teaching strategies may include:
- Visuals
- Speaking clearly
- Face the student when speaking
- Get attention before speaking
- Seat child close to speaker
- Sign language instruction

**Other Health Impairment (OHI)**
This term means having limited strength, vitality or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to educational environment. It must be due to chronic or acute medical problems such as asthma, attention deficit disorder, asperger syndrome. (This list is not all inclusive.)

General characteristics include:
- Medical condition diagnosed by a physician
- Comprehensive evaluation from a licensed individual
- Condition results in limited strength, vitality or alertness

General teaching strategies may include:
- Sensory integration
- Shortening assignments/work periods
- Breaks
- Organizational systems

**Specific Learning Disability (LD)**
This refers to a disorder in one or more of the basic psychological processes involved in understanding or using language, which manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do math.

The term includes such conditions as perceptual disabilities, brain injury, dyslexia, and
aphasia. It does not include learning problems that are the result of environmental, cultural, or economic disadvantage.

General characteristics include:
- Average to above average intelligence
- Distractibility
- Low self-esteem
- Easily frustrated

General teaching strategies may include:
- Teach compensation strategies
- Allow extra time
- Teach from student strengths
- Concrete instruction

**Intellectual Disability (ID)**
This term refers to a significantly sub-average general intellectual functioning that exists concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects the child’s educational performance.

General characteristics include:
- Take more time and repetition to learn
- Immaturity
- Delay in adaptive skills

General teaching strategies may include:
- Concrete instruction
- Extended practice opportunities
- Visual modeling
- Teach to independence

**Multiple Disabilities (MD)**
This term means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes severe educational needs that the child cannot be accommodated in programs solely for one impairment.

This term does not include deaf/blindness.

General characteristics may include:
- Low cognitive ability
- Requiring assistance in daily living activities
- Primarily non-academic

General teaching strategies may include:
- Respect each student’s dignity
• Learn how they communicate and use it
• Teach from current skill level
• Repeat and drill
• Generalize instruction to all environments

Orthopedic Impairment (OI)
This refers to a severe orthopedic impairment that adversely affects the child’s educational performance.

The term includes impairments caused by congenital anomaly (e.g. club foot, absence of a limb), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.) and impairments form other causes (e.g. cerebral palsy, amputations).

General characteristics include:
• Hard to control limbs
• Involuntary movements
• May need assistance with daily living skills

General teaching strategies may include:
• Remove or accommodate for physical barriers
• Teach for independence
• Speech to them at their physical level
• Encourage participation
• Functional curriculum

Sound System Disorder
This refers to a communication disorder in sound production such as stuttering or impaired articulation that adversely affects a student’s educational performance.

General characteristics include:
• Difficulty understanding the student
• Reluctant to speak

General teaching strategies may include:
• Allowing for extended time to respond
• Ignoring minor instances
• Direct instruction in sound production

Language Impairment
This refers to a communication disorder related to general language concepts that adversely affects a student’s educational performance.

General characteristics include:
• Short sentence length
• Limited vocabulary
• Difficulty expressing thoughts
• Difficulty understanding directions
General teaching strategies may include:

- Modeling good language at or slightly above the student’s level
- Not talking for the student
- Allowing extended time
- Direct instruction in language concepts

**Traumatic Brain Injury (TBI)**

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the child’s educational performance.

The term includes open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

General characteristics include:

- Brain injury/head injury
- Neuropsychological assessment
- Impairments in one or more of the above listed areas
- Difficulty with social competence
- Difficulty acquiring and maintaining skills

General teaching strategies may include:

- Direct social skills instruction
- Repetition
- Consistency
- Respect

**Visual Impairments/Blindness (VI)**

Visual impairments, including blindness, mean impairment in vision that, even with correction, adversely affects a child’s educational performance.

The term includes both partial sight and blindness.

General characteristics include:

- Comprehensive visual evaluation by a qualified optometrist or ophthalmologist
- Visual acuity is 20/200 or less in the better eye with correction

General teaching strategies may include:

- Large print, Braille, or magnification equipment
- Environmental consistency
- Mobility training
Young Child with a Developmental Delay (YCDD)
This category is for children ages 3-5 (not kindergarten eligible) who are experiencing developmental delays as measured in one or more of the following areas: social/emotional, cognition, language, or adaptive skills.

General characteristics include:
- General delay in one or more of the above mentioned areas
- Developmental immaturity
- Delayed social interaction skills

General teaching strategies may include:
- Developmentally based instruction
- Social skills training
- Consistency
Remember that the development of social relationships is as important as any learning activity. Much of the social skills and language development that children learn comes from peer interaction.

Ways to Avoid Harming a Child’s Self-Concept:

- Take care not to embarrass a student by commenting upon the student’s lack of ability or repeatedly saying the student is too smart to be making such mistakes.
- Try not to show favoritism; spread your warmth and friendliness around.
- Never compare a child to other students or siblings.
- Don’t allow any student to feel that you hold a grudge because of past behavior.
- Make an effort to listen to a student who needs your ear. If you’re really too busy, take the time to tell the child you’ll listen a little later. Follow through.
- Guard yourself against being more ready to criticize than to praise.
- Never make fun of a child’s ideas.
- Remember that children will recognize insincere praise. Before offering a complimentary or congratulatory remark, think through what you really want to say.

Ways to Show Approval

Your body language - a nod of the head, warm smile, a thumbs-up sign – assures children that you approve of them and their efforts. You can encourage children with words, too.

Here are examples of comments you can make that will show a your support and approval:

- “That’s the way!”
- “Terrific!”
- “You’re really working hard today.”
- “That’s the best you’ve ever done.”
- “That’s great!”
- “Way to go!”
- “Couldn’t have done it better myself.”
- “Exactly right.”
- “Keep it up!”
- “I’m happy to see you working like that.”
- “That’s better.”
- “I knew you could do it.”
- “You make it look easy.”
- “Good thinking.”
- “You figured that out fast.”
- “You must feel good about the job you’ve done.”
- “You’re doing beautifully.”
Learning Styles
We all interpret information and experiences in unique and different ways. The successful manner in which some individuals process information may not always work for another individual. Researchers often refer to the different ways that people process information as Learning Styles. Those in the teaching field should be able to identify these differences in their students and modify their teaching style in order to address these unique differences in individual learners. This is particularly true of those instructing fully included disabled youth.

Some disabled students learn best through the visual mode (through sight), others may be verbal learners (through hearing), other through kinesthetic/tactical (through touching), some may be concrete learners (right brain versus left brain), others may be more abstract thinkers, still many students learn most successfully when presented with information using multiple learning styles (using many modalities and senses). Research shows that most children learn best through multiple modalities.

How Students Learn
The teacher and paraprofessional should be concerned about learning style when a student exhibits a lack of academic progress or behaviors (body language) indicating that he/she is not comprehending.

Determining a student’s learning style preference can assist in finding successful alternative instructional techniques which will be fundamental to academic success. Below are some of the questions that can be used to assist in identifying learning style preference. You should determine your own before attempting to analyze students. Place a check by those items that are most like you.

- I learn information best in the following way:
  - Hear it (auditory strength)
  - See it (i.e. pictures)
  - Try it (project learning)
  - Reading the printed page
  - Restate it verbally
  - Restate it in written form
  - Demonstration

- I am most alert for learning new information in the:
  - morning
  - late afternoon
  - early afternoon
  - evening

- I am most successful learning new information while:
  - being individually tutored
  - in small group settings
  - in large group settings
Much can be learned about a student’s style of learning by observing a student in a variety of educational settings. Below are a few examples:

- When with other students, is the student mostly a listener or does the student engage in a lot of conversation? (may indicate auditory learner).
- During reading, is a student recognizing words by sight (indicator of a more visual learner) or does the student sound out the words? (indicator of a more verbal learner)
- Does the student readily remember names? (verbal learner)
- Does the student readily remember faces but not names? (more visual learner)
- Is the student always taking things apart? (may be more of a tactical learner)
- Is the student easily distracted by sound? (may indicate more of an auditory learner)
- Is the student easily distracted by movement? (may indicate more of a visual learner)

**Accommodations and Modifications for the Classroom**

**Understanding and Implementing Adaptations and Modifications**
Adaptations and modifications are considered changes or adjustments to a part of the student’s curriculum. These changes or adjustments may vary from minimal to complete assistance depending on the student’s individual need.

It is important that the adaptations or modifications be chosen to encourage active and meaningful participation in classroom activities. It is also important that these look as similar to general class activity as possible. They should encourage if possible, independent work behavior and build on the learner’s strengths.

Although ongoing training on strategies is provided throughout the year to paraprofessionals through in-district professional development, here are some ideas.

- **Size**: adapt the number of items the learner is expected to complete
- **Time**: adapt the amount of time for completion
- **Input**: adapt the way information is delivered to the learner
- **Output**: adapt the way the learner can respond
- **Difficulty**: adapt the skill level or problem type
- **Participation**: adapt the extent to which the learner is actively involved in the task
- **Level of support**: increase the human interactions with the learner
- **Alternate goals**: adapt the outcome expectation while using the same materials
Parallel or functional curriculum: provide different curriculum to meet individual needs

Please remember that all modifications and adaptations should be designed and approved by the supervising teacher.

**Strategies for Inattention**
- Seat the student in a quiet area
- Seat the student near a good role model
- Set short term goals with the student
- Pair written instructions with oral
- Give clear, concise directions
- Proximity control
- Have student repeat directions to you

**Strategies for Impulsivity**
- Ignore minor behaviors
- Increase immediacy of rewards and consequences
- Closely supervise transitions
- Attend to positive behavior
- Acknowledge positive behavior of those in the environment

**Strategies for High Activity Level**
- Provide breaks
- Allow movement while working
- Closely supervise transitions
- Remind students to check work before turning in

**Strategies for Mood/Motivation**
- Provide reassurance and encouragement
- Frequent compliments
- Speak softly, in a non-threatening manner
- Review instructions
- Look for opportunities to put student in a leadership role
- Make one-on-one time (Triage)
- Frequent reinforcement

**Strategies for Organization**
- Set up notebook system
- Assignment notebook
- Schedule time to clean desk and notebooks
- Note taking buddy
- Set up a daily routine
- Provide samples of well organized work
- Assist with short and long term planning
Strategies for Non-Compliance
- Praise compliant behavior
- Provide immediate feedback
- Ignore minor behaviors
- Implement Behavior Improvement Plan
- Use self-monitoring strategies

Strategies for Socialization
- Praise appropriate behavior
- Monitor social interactions
- Use a reward system
- Assign special responsibilities so others see him/her in a positive light
- Social skills groups

Strategies for Tracking Assignments
- Pre-teach vocabulary
- State the purpose before a reading
- Repeat and review
- Use study guides
- Give multiple forms of directions
- Give immediate feedback
- Read aloud with student
- Use manipulatives
- Use charts, forms, and graph paper

Strategies for Visual Perception
- Give oral directions
- Summarize key points
- Reduce visual distractions
- Concise, clear directions
- Provide note taking assistance
- Highlight
- Check for comprehension frequently
- Use reference lists and charts
Ideas for Assisting Students with Learning Problems

Education for disabled students is basically the same as education for other children. There are no mysterious teaching methods that must be utilized for students with special needs. There are, however, certain changes or modifications that can be made to minimize the student’s learning difficulties and maximize his/her educational successes in school. Below are some ideas, which will benefit students with learning problems:

- Follow teacher direction concerning IEP goals and objectives. Much assessment, diagnosis and planning have gone into the development of the IEP. The lessons, which the teacher develops to accomplish these, are critical to the student’s educational program.
- Adjust learning times. Not all students learn or accomplish tasks in the same amount of time.
- Give reasonable length assignments and breaks. Be particularly aware that ADHD students and students with behavioral problems may need shortened assignments.
- Do not hesitate to modify tests. Some students can demonstrate knowledge or mastery through completion of a project or by being administered an oral rather than a written examination. Use a tape player if needed for assignments or oral tests.
- Peer tutoring and cooperative learning assignments are beneficial.
- If appropriate, have students repeat words aloud while writing them down.
- Be careful not to require students with reading deficits to read aloud in front of the class. This can be very embarrassing to the student.
- Technology such as computers can be great learning tools because they use visual, tactical and auditory modalities. Plus computers with spell check features will encourage students to move beyond small safe words in their writings. Also, adaptive devices bring more innovative technology that can greatly assist in the learning process. (Examples of these include: speech boards, video cameras, touch screen systems, puff and sip systems, symbol keyboards, computers you speak to, etc).
- Attempt to move instruction from the concrete to the abstract.
- Have available alternative materials for optional projects.
- Consider using homework assignment signature sheets with parents.
- Smile frequently.
- Use manipulative projects such as: science fairs, cooking units, restaurant units, school store, etc. These units require the use of many modalities. For example, a school store requires comparison-shopping, reading labels, mathematics in purchasing, verbal communication, etc.
- Students spend great amounts of time over the course of a year in unstructured settings such as recess, lunch, hallway transition, etc. These times can be extremely isolating for the disabled youth. Be sure to develop strategies that will facilitate positive integration with peers.
- Students with learning problems make many errors and erasures. Messy papers do not mean that learning has not occurred. Accept some degree of messy work.
● For the visual learner color-coding can be of benefit. Highlighting important information in textbooks and on tests can assist students with reading disabilities.

● Many disabled students have poor organizational skills and color-coding can enhance this skill, i.e. use color-coded folders.

● Reading cursive writing can be difficult for some learning disabled students. Consider using type or neatly printed worksheets, tests, etc.

● Student with learning problems need to have new vocabulary words and concepts reviewed with them prior to lessons in which they will be utilized.

● Permit students with learning difficulties to recite important learning information into a tape player and then play it back.

● For younger students the use of finger-paints to spell words or writing words in trays of sand can facilitate learning through use of multiple modalities.

Managing Classroom Behavior

Classroom discipline is the responsibility of the classroom teacher. However, it is critical that the paraprofessional understands and supports the specifics of a school or classroom discipline plan. In regard to discipline, Ben Franklin’s age-old adage that “an ounce of prevention is worth a pound of cure” is very appropriate! Instructional staff that are habitually reactive rather than proactive are frequently highly stressed and instructionally less effective. Staff should develop positive and negative consequences for desired behavior and undesirable behavior. This plan should be agreed upon, written, posted and verbally discussed and shared (frequently). It should be evenly and consistently applied.

The best discipline practice is one from which a learning experience occurs and not one that only meets out punishment. The desired outcome of any plan should be to enable an individual student to be responsible for his/her own actions and eventually be self-disciplined.

General ideas for classroom discipline:
● Focus attention on rewarding rather than punishing behavior.
● Be specific in praising desired behavior such as, “I like the way Carrie is working on her math.” “John I like the way you quickly lined up.” “I like the way Carolyn raised her hand before talking.”
● Good behavior should be modeled and high expectations maintained.
● Remember when modifying behaviors they tend to get worse before they begin to improve.
● Students actively engaged in appropriate learning activities infrequently misbehave. So well structured lessons, that are interesting, have relevance, use multiple modalities and are reasonable, will reduce the need for discipline. Assign tasks that can be accomplished. Many discipline problems begin with boredom.
● Be understanding of outside environmental factors that might contribute to
tardiness, fighting, aggressive behavior, failure to complete work, etc.

- When disciplining, do not paint yourself into a corner. Instead try to make it a win-win situation by giving the student options for consequences to misbehavior. Remember your composure will determine if the situation will escalate or de-escalate. At all costs avoid sarcasm, ridicule and embarrassment of students. This will only magnify discipline problems.
- Maintain good rapport and communication with students.
- Never label students as bad or handicapped.
- Have good backup plans for days with substitutes, rain days or modified schedule days.
- Concentrate on current behavior rather than on past problems.
- Be sure that consequences for inappropriate behaviors are realistic and appropriate. For instance, making a child write 100 times *I will not make a mess* is not as effective as making them clean up the mess. Another example would be after school detention for writing on the wall. This would not be as effective as requiring the student to clean or paint the damaged area.
- Identify a cool-off room or location for students with poor anger control.
- Something concrete that involves multiple modalities, such as a written behavior contract, can be very effective with some students.
- Learn to give nonverbal signals to control behaviors. We have all known teachers who with a look or stance could stop misbehavior clear across the gymnasium. Additionally, close physical presence can often reduce misbehavior.
- Employ the repetitive command or broken record technique. For example, “I want you to stop talking.” Pause “I want you to stop talking.” Pause “I want you to stop talking.” (This approach, when stated in a firm manner while in close proximity to the student, usually works).
- BE PREDICTABLE AND CONSISTENT.
RESOURCES
HARRISONVILLE R-IX SCHOOL DISTRICT

Position title: PARAPROFESSIONAL

Education Requirements
- High School Diploma or Equivalent
- 60 College Credit Hours or Praxis

Knowledge/Skills Requirements
- Understanding of the role of a paraprofessional
- Physical ability to perform duties required.
- Ability to organize and plan effectively.
- Effective communication skills.

Working Conditions

<table>
<thead>
<tr>
<th>Salary schedule</th>
<th>Employed for a period of 175 days / 7 hour day as set in the annual calendar</th>
<th>Reviewed annually and recommended for reemployment determined by May 15</th>
<th>Reports to Assigned Teacher, Building Administrator, Process Coordinator, and Asst Supt of Student Services</th>
</tr>
</thead>
</table>

Other Working Conditions
- Leave policies and fringe benefits as stated in Board policies.
- Possess an ethical and professional attitude toward colleagues and the policies of the district.
- Beginning, ending, and lunch times may be subject to change to accommodate assigned student's needs.

Position Responsibilities
- Possess a thorough understanding of, and an ability to relate to, youth.
- Work well with others.
- Work with little or no supervision.
- Maintain confidentiality in all aspects.
- Work cooperatively with the teacher to whom assigned.
- Perform certain physical duties for students such as lifting, tending to personal needs, etc.
- Perform duties in a manner consistent with the directions of the teacher to whom assigned.
- Provide instructional support and implement accommodations/modifications in regular classroom.
- Assist teacher in maintaining classroom organization.
- Assist teacher in managing students.
- Assist teacher in preparing teaching materials.
- Assist teacher in reinforcing previously taught materials as described by the teacher.
- Take all necessary and reasonable precautions to protect students.
- Assist teacher with clerical responsibilities as assigned by the teacher or special education process coordinator.
Harrisonville Paraprofessional Orientation Checklist

Name: _____________________________ Phone: ______________________

Building / Program Assignment: ______________________________________

<table>
<thead>
<tr>
<th>District Information</th>
<th>Date Completed</th>
<th>District Staff</th>
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<tbody>
<tr>
<td>Returned letter of intent</td>
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<tr>
<td>Background check verification</td>
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<td>Submitted Transcripts</td>
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<td>Business services paperwork</td>
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<td>Set up date for Praxis test</td>
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<td>Copy of district calendar</td>
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<tr>
<th>Building Information</th>
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<tbody>
<tr>
<td>Copy of fire/tornado drill procedures</td>
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<tr>
<td>Timesheet procedures</td>
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<td>Leave request procedures</td>
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<tr>
<td>Map of school</td>
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<tr>
<td>Lunch account procedures</td>
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<tr>
<th>Review of Handbook</th>
<th>Date Completed</th>
<th>District Staff</th>
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<tr>
<th>Classroom Information</th>
<th>Date Completed</th>
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<tr>
<td>Classroom schedule</td>
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<tr>
<td>Lunch Schedule</td>
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<tr>
<td>Students’ goals and accommodations</td>
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<tr>
<td>Other duties (lunchroom, playground)</td>
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The questions below are designed to be discussed during the evaluation session with your supervisor. They will be used in conjunction with the Paraprofessional Performance Review and Evaluation. Please fill this out prior to the evaluation session with your building principal.

1. What do you consider to be the important abilities which your job requires?

2. What are some aspects of your job that you like the best? That you like the least?

3. What are ways in which your supervisor(s) can help you do a better job?

4. In what aspects of your job do you feel you need more training and experience?
5. What do you feel are the strengths, highlights, or accomplishments of the school year?

6. What are your professional goals and how do you plan to reach them?
District Personnel

SPECIAL EDUCATION:

Director of Special Services Pam Maxey 380-2727 x 1501
Special Education Secretary Amanda Hall 380-2727 x 1500
Process Coordinator – HES/ECC Jeanne Thomas 380-4131 x 2820
Process Coordinator – McEwen/HMS Kristen Doerhoff 380-7654 x 5831
Process Coordinator – HHS Kelly Lewis 380-3273 x 6865

DISTRICT GENERAL:

Superintendent of Schools Frank Dahman 380-2727 x 1222
Assistant Superintendent Dan Erholtz 380-2727 x 1223
Director of Academic & Student Services Steve Ritter 380-2727 x 1225
Human Resources Kay Freeman 380-2727 x 1223
Director of Community Relations Jill Filer 380-2727 x 1224
Director of Finance Kathy Van Gorkom 380-2727 x 1403
Salaries and Benefits Janelle Davis 380-2727 x 1402
Payroll Stephanie Danforth 380-2727 x 1400
Technology Department Dianne Cowan 380-2727 x 1221
# 2015-2016
Paraprofessional In-Service Record

Name ___________________________ School ____________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Location</th>
<th>Attendance Min or Hours</th>
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**TOTAL HOURS**

Hours

Requirement:
1st year para – 15 hours in-service/professional development
After first year – 10 hours in-service/professional development
Harrisonville Support Staff Evaluation

Name:_______________________________________

Date:________________________________________

Position:_____________________________________

Supervisor/Location:________________________________________

Purpose: This performance review is intended to (1) focus on job objectives and results, (2) provide for communication between the supervisor and employee, (3) identify employee strengths and weaknesses, and (4) promote professional growth.

Note: Supervisors and new employees need to sit down and discuss job expectations and this evaluation form within 30 calendar days from the initial hire date. Thereafter, summative evaluations are performed annually and due to Central Office by April 1st.

General Instructions:

1. The immediate supervisor completes this form.

2. The supervisor may add comments to any of the categories. For categories rated as “Exceeds Expectations” specific accomplishments or effective behavior which support the rating must be listed in the comments section. Comments must also be included for any categories rated as “Does Not Meet Expectations.”

3. For any rating of “Does Not Meet Expectations,” the supervisor must have developed a Performance Improvement Plan (PIP). This plan can be developed at anytime during the year based on employee's performance in any of the following criteria in this evaluation.

4. The Human Resource Office will be notified immediately of any employee placed on a PIP, the reasons for the action, and the date(s) of follow-up appraisal(s). Improvement plans may be implemented at anytime during the evaluation cycle.

5. In collaboration with the supervisor, an employee may complete the summative document as a self-evaluation. The employee would complete the appropriate areas and discuss the self-evaluation with the supervisor. Please note, the supervisor will complete the final summative evaluation that will be sent to the Human Resource Department for placement in the personnel file.
6. The immediate supervisor conducts the face-to-face meeting with the employee to review the evaluation section by section. The employee and supervisor sign the completed form. Please note signing the form does not indicate agreement. A signature indicates that a conference has been held between the supervisor and employee. The following items may be included with the summative evaluation during the conference:

1. Additional comments by the employee may be attached to the evaluation form
2. Completed self-evaluation
3. Professional Improvement Plan

7. The supervisor forwards the final evaluation to Human Resources and provides a copy to the employee.

The following descriptors are statements of specific expectations, which collectively help to communicate the meaning of a criterion. These statements are not intended to be an all inclusive listing of behaviors associated with each criterion. For a specific list of expectations, please refer to the appropriate job description.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Accountability</strong></td>
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<tr>
<td><em>Follows established District policies and procedures</em></td>
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<td><em>Has reliable attendance in accordance with District policy</em></td>
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<td><em>Demonstrates ability to function effectively with or without supervision</em></td>
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<td><em>Utilizes effective time management skills in planning, prioritizing, organizing and completing tasks</em></td>
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<td><em>Demonstrates awareness of budget considerations for building/department and/or District</em></td>
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<td><em>Takes responsibility for own actions, decisions and conduct</em></td>
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Days Absent: __________

Comments:

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<th></th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td><strong>Work Ethic/Habits</strong></td>
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<tr>
<td><em>Handles confidential information ethically and with discretion</em></td>
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<tr>
<td><em>Works effectively as a team member within the building/department and District</em></td>
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<tr>
<td><em>Demonstrates flexibility, adaptability and teamwork</em></td>
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<tr>
<td><em>Accepts responsibility for job responsibilities and other duties as assigned</em></td>
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<tr>
<td><em>Demonstrates commitment to completing tasks and meeting deadlines</em></td>
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<tr>
<td>Job Knowledge/Skills</td>
<td>Exceeds</td>
<td>Proficient</td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
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*Demonstrates necessary skills to implement required job responsibilities*
*Demonstrates a thorough understanding of the job*
*Displays appropriate care and use of District equipment and property*
*Completes tasks accurately and with attention to detail*
*Demonstrates effective organizational skills*
*Demonstrates a thorough knowledge of the technology required by the position (this may include internet, email, word processing, data management, specialized equipment, etc)*

Comments:

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
</tr>
</thead>
</table>

*Displays a professional image through appropriate dress and grooming*
*Maintains an organized and professional work environment*
*Takes pride and ownership in work*
*Keeps personal interests/problems separate from professional responsibilities and duties*
*Performs effectively under pressure and in challenging situations*

Comments:

<table>
<thead>
<tr>
<th>Interpersonal Skills/ Employee Relations</th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
</tr>
</thead>
</table>

*Demonstrates positive interactions with students, staff, parents and members of the community*
*Able to address and resolve conflicts with others effectively*
*Conveys a positive image of the building/department and District when interacting with others*
*Displays collaboration, cooperation and respect*
*Maintains appropriate demeanor in all situations*

Comments:
<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
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<tr>
<td>(Oral &amp; Written)</td>
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<tr>
<td><em>Keeps appropriate personnel informed about relevant issues</em></td>
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<tr>
<td><em>Uses effective listening skills</em></td>
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<tr>
<td><em>Uses available communication tools appropriately (i.e., telephone, email, face to face)</em></td>
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<tr>
<td><em>Speaks and writes in a clear, accurate and effective manner</em></td>
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<tr>
<td><em>Demonstrates respect and good judgment in oral and written communications</em></td>
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<tr>
<td><strong>Problem Solving/Judgment</strong></td>
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<tr>
<td><em>Addresses job specific problems and makes effective, responsible decisions within the appropriate scope of responsibilities</em></td>
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<tr>
<td><em>Demonstrates ability to problem-solve independently, identify important issues, and recommend procedures to solve problems</em></td>
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<tr>
<td><em>Prioritizes job tasks efficiently</em></td>
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<tr>
<td><em>Selects appropriate channels and procedures for resolving concerns and problems</em></td>
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<tr>
<td>* Demonstrates effective skills in conflict resolution*</td>
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<tr>
<td><em>Sets priorities and anticipates potential outcomes associated with particular decisions</em></td>
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<tr>
<td><strong>Leadership</strong></td>
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<tr>
<td><em>Demonstrates support for others, the building/department, and District</em></td>
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<tr>
<td><em>Recognized as a source of help for others</em></td>
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<td><em>Inspires other workers</em></td>
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<td><em>Regarded by others as a leader</em></td>
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<tr>
<td><em>Sets a good example through consistent words and actions</em></td>
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<td><em>Regularly and consistently viewed as a team player</em></td>
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<td><strong>Comments:</strong></td>
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<tr>
<td>Initiative</td>
<td>Exceeds</td>
<td>Proficient</td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
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<tr>
<td>Demonstrates self-motivation and self-initiation</td>
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<tr>
<td>Willing to learn new skills and utilizes opportunities to do so</td>
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<tr>
<td>Takes on additional responsibilities as needed and is resourceful</td>
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<tr>
<td>Demonstrates self reliance and confidence in decision making</td>
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<tr>
<td>Searches for improved methods; originates new systems and procedures</td>
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</table>

Comments:

<table>
<thead>
<tr>
<th>Growth</th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Takes advantage of training opportunities</td>
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<tr>
<td>Shares and teaches professional knowledge</td>
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<td>Participates in professional organizations and/or activities</td>
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<td>Demonstrates and models a commitment to learning and improving</td>
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<tr>
<td>Accepts suggestions for improvements and applies in a constructive manner</td>
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Comments:

Accomplishments or new abilities demonstrated since last review:

Goal for professional growth with action steps:

<table>
<thead>
<tr>
<th>Other</th>
<th>Exceeds</th>
<th>Proficient</th>
<th>Does Not Meet Expectations</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:
Professional Improvement Plan (PIP) developed/reviewed (only if performance concerns noted):

_____ Plan developed and implemented- Date:

_____ Plan progressing as stated

_____ Plan revised

_____ Plan completed- Date:

Supervisor Section

Supervisor Signature
_________________________________Date____________________

Supervisor Comments (attach additional sheet if needed):

Employee Section

The signing of this evaluation does not indicate agreement. It indicates that you have read and discussed the contents of this form during a conference held with your supervisor.

Employee’s Signature
_________________________________Date____________________

Employee’s Comments (attach additional sheet if needed):