

Lamoille North Supervisory Union

Equity, Opportunity, Access

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Paraeducator Guidebook

Lamoille North Supervisory Union (LNSU) values their paraprofessionals for their expertise and knowledge of their students. We feel that paraprofessionals are an important part of the IEP/504/EST team and strive to support them in their role. This handbook has been created to provide you with information essential to your job responsibilities as a Paraprofessional within Lamoille North Supervisory Union.

Table of Contents:

- Position Objectives/Qualifications
- Negotiated Agreement
- Evaluation forms
- Chain of Command - problem-solving
- Master-Teacher/Training
- Confidentiality/FERPA/Mandated reporting
- Information about Disabilities



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Find a brief video here on paraeducators:

[▶ Paraeducators: Key Members of the Educational Team](#)

POSITION OBJECTIVES:

To assist and supervise assigned students instructionally, behaviorally and physically in school and classroom settings, working with individuals and/or small groups; to play a supportive role in assessing the progress and needs of assigned students, and participate in developing and modifying individualized instructional programs. Assigned students may include students on the autism spectrum, students with low-incidence disabilities, students with social/emotional challenges and other students with various needs and services, which may involve IEP, 504 or EST plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Under the direction of a professional, paraeducators will:

- Know and follow the written plan for assigned students
- Establish and maintain a positive and supportive relationship with student and school personnel
- Carry out instructional activities with students under the direction of special education case manager in collaboration with classroom teacher(s)
- Modify instructional lessons with guidance by special education case manager and/or classroom teacher, if needed, in order to satisfy the individual education plan of students
- Facilitate instructional activities and provide accommodations for students under the direction of a special education case manager in collaboration with classroom teacher(s)
- Carry out meaningful, realistic and consistent rules, routines and expectations with students in collaboration with professionals
- Implement behavior plans for students under the direction of a special education case manager in collaboration with classroom teacher(s)
- Collect data and provide objective feedback to teachers and case manager on student progress
- Assist in the administration of assessments to determine student progress and/or level of achievement
- Assist in the preparations and maintenance of instructional materials and equipment
- Communicate with appropriate educational personnel and related service providers on a regular basis in regard to planning and scheduling activities, instructional goals and objectives, student progress and pertinent health and behavior concerns

- Provide support to additional student(s) when not engaged with assigned student(s)
- Participate in team meetings as assigned by case manager
- Participate in assigned training activities and apply skills acquired when carrying out duties
- Supervise students when teacher is absent from room
- Assist in transporting students, and transferring them to and from specialized equipment, such as wheelchair, stander and the like. Maintain a good working knowledge of such equipment, and ensure equipment is in proper working order.
- Provide other types of physical assistance as needed including lifting and carrying a student
- Assist and/or instruct students in activities of daily living, such as general behavior, dressing/undressing for outdoors, care of belongings, insertion and adjustment of hearing aids and use of other special equipment, and other areas as assigned
- Assist students to fully participate in school activities while encouraging independence for the student
- Participate in various community activities and field trips with student(s)
- Provide supervision for students as directed in school related activities such as lunchroom, recess, bus arrival and departure, etc.
- Follow all building and district directives, procedures and policies
- Maintain confidentiality
- Assist or administer appropriate medical protocols under the direct and/or indirect supervision of nursing staff, consistent with district policies
- Maintain knowledge of safety and evacuation procedures; fire drill, lockdown, active incident, etc.
- Perform clerical duties as assigned
- Perform other duties as assigned by administration, case manager/special educator

*** Paraeducators who are assigned the following duties shall receive an additional \$2 per hour of “premium pay” for the specific duration they are assigned those duties:**

- Assist students as required with toileting, diapering, personal care, feeding, hygiene and possibly health related needs
- Assist students as required with restraint
- Assist students with behaviors that may involve hitting, kicking, biting

- Assist students with assistive and medical therapy as directed by a Specialist. Such may include, but not limited to, respiratory therapy or other medical therapies as needed.
- Other duties as assigned

SUPERVISION RECEIVED:

Supervision is received from a special education case manager or as assigned by an administrator.

SUPERVISORY RESPONSIBILITIES:

No formal supervisory duties.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. A minimum of two years of higher education plus one year of related experience, or a combination of education and experience from which comparable knowledge and skills are acquired is preferred. One year of directly relevant experience in a school setting is desired. Knowledge of special education teaching methods preferred. Basic health care or nurse's aide training/experience and/or CPR certification may be desirable. Must pass assigned online training courses.
- Language Skills. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.
- Mathematical Skills. Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be necessary.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Ability to use iPad and access necessary apps. Ability to use adaptive equipment desired.

Reasoning Ability/Mental Requirements. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in

standardized situations. Ability to anticipate and diffuse emotionally explosive situations.

- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
 - **Other Qualifications.** Training/experience working with children/adolescents desirable, including those who have intensive special needs. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). Ability to remain calm and efficient in responding to medical emergencies. Licensed driver with a reliable personal vehicle, an appropriate level of insurance and a clean driving record, if required by assignment.
- Additional Competencies.** The individual in this position must possess the

following:

- **Dependability** – being reliable, punctual, responsible and fulfilling obligations.
 - **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - **Stress Tolerance** – accepting feedback and dealing calmly and effectively with high stress situations.
 - **Cooperation** – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - **Concern for Others** – being sensitive to others' needs and feelings and being understanding and helpful on the job.
 - **Attention to Detail** – being careful about detail and thorough in completing work tasks.
 - **Integrity** – being honest and ethical.
 - **Adaptability/Flexibility** – being open to change and to considerable variety in the workplace.
 - **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
- Social Orientation** - preferring to work with others rather than alone, and being personally connected with others on the job.

Negotiated Agreement: [Here](#)

For questions regarding the negotiated agreement, FMLA, Tuition benefits, etc contact Charleen McFarlane, HR Director, cmcfarlane@lnsd.org

Evaluation Forms: Each school Building Administrator completes an evaluation of paraeducators: examples of evaluations used in the LNSU

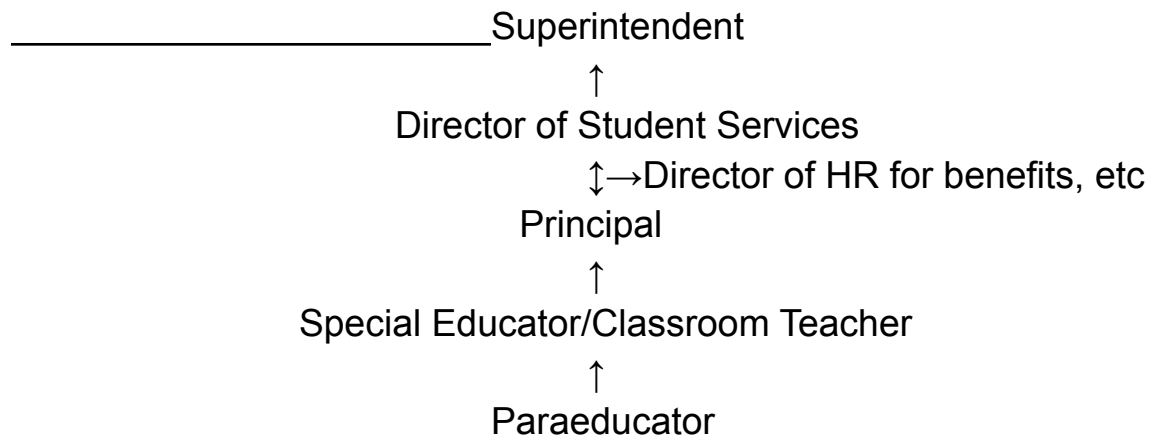
📄 LNSU Rubric 1.pdf

📄 Para Evals Mid Year.pdf

📄 Para Evals End of Year

↑Chain of Command/Problem-solving:

As a paraeducator, always start with your supervising special educator or classroom teacher with any concerns or questions that arise on the job.



MasterTeacher:

- All paraeducators are given an account with MasterTeacher to access over 125 learning modules ranging from basic skill instruction, high school courses to behavior management and lessons on each

disability to explore during in-service time or on your own should you choose

Find the login link here: [MasterTeacher](#)

Confidentiality and Mandated Reporting: Confidentiality is imperative in the work you do in school with students. It is also imperative to understand your responsibilities as a mandated reporter. It is a requirement to familiarize yourself with the below file on confidentiality/ mandated reporting

 2. Confidentiality (1).pdf

View short video on FERPA:

 SubTalk: FERPA What You Should Know

Categories of Disabilities: In your work in classrooms with students you may be assigned to work with a student who has a disability and is eligible for an Individualized Education Program- View the short video below for a brief overview of the disability categories-*Note:every child is different and may exhibit different characteristics then referenced in this generalized video:*

[Video on Categories of Disabilities](#)

Paraeducators typically work with students with disabilities who are eligible for special education (IEP) or a 504 plan - see below for an outline of these laws:

Special Education brief History and Overview
(<https://sites.ed.gov/idea/about-idea/>)

Special Education: On November 29, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142), now known as the Individuals with Disabilities Education Act (IDEA). In adopting this landmark civil rights measure, Congress opened public school doors for millions of children with disabilities and laid the foundation of the country's commitment to ensuring that children with disabilities have opportunities to develop their talents, share their gifts, and contribute to their communities.

The law guaranteed access to a free appropriate public education (FAPE) in the least restrictive environment (LRE) to every child with a disability.

Subsequent amendments, as reflected in the IDEA, have led to an increased emphasis on access to the general education curriculum, the provision of services for young children from birth through five, transition planning, and accountability for the achievement of students with disabilities. The IDEA upholds and protects the rights of infants, toddlers, children, and youth with disabilities and their families.

In the last 40+ years, we have advanced our expectations for all children, including children with disabilities. Classrooms have become more inclusive and the future of children with disabilities is brighter. Significant progress has been made toward protecting the rights of, meeting the individual needs of,

and improving educational results and outcomes for infants, toddlers, children, and youths with disabilities.

Since 1975, we have progressed from excluding nearly 1.8 million children with disabilities from public schools to providing special education and related services designed to meet their individual needs to more than 7.5 million children with disabilities in 2018-19.

In 2018-19, more than 64% of children with disabilities are in general education classrooms 80% or more of their school day and early intervention services are being provided to more than 400,000 infants and toddlers with disabilities and their families

Section 504 of the Rehabilitation Act:

The [Rehabilitation Act of 1973](#), Section 504 addresses protections for students with disabilities. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the department.


OCR enforces section 504 in public elementary and secondary schools.

Section 504 states: “No otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....”


For more information find the link to the IDEA below:

[Individuals with Disabilities Education Act \(IDEA\)](#)

What is an IEP?

 [What Is an IEP? | Individualized Education Program Explained](#)

What is the difference between an IEP and a 504 plan?

 [IEP vs. 504 Plan: What Is the Difference Between IEP and 504 Plan?](#)