

WORTHINGTON ISD 518



PARAPROFESSIONAL EMPLOYEE GUIDE

Developed 7/20/22

Worthington Public Independent School District #518
1117 Marine Avenue Worthington, MN 56187

Disclaimer: The contents of this Handbook are presented for information purposes only. The plans, policies and procedures described are not intended to promise or guarantee specific terms or conditions of employment. The District reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in completely or in part, at any time with or without notice. The language, which appears in this Handbook, is not intended to create, nor is it to be construed to constitute, a contract between the District and any one or all of its employees. Nor should this handbook be interpreted to promise continued employment. Notwithstanding any provisions of this Handbook, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this Handbook, individual contract, or relevant collective bargaining agreement. In case of a direct conflict between this Handbook, rules, regulations or policies of the Board and any specific provisions of an individual contract or collective bargaining agreement, the individual contract or collective bargaining agreement shall control. This Employee Handbook is intended to provide employees with summary information regarding policies, procedures, ethics, expectations and standards of the District. It is not, however, intended to replace a reading of the actual Board Policies or Administrative Regulations, copies of which are available to all personnel in each administrative office and on the district website www.isd518.net It is important that each employee is aware of the policies and procedures related to his/her position. All applicable laws and regulations, including, but not limited by the following, govern the rights and obligations of all employees: Federal laws and regulations, Minnesota State Statutes, Rules, Administrative Code and the policies of the Worthington School Board. Nothing contained in this handbook shall be construed to limit, impair or affect the right of any employee to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so as long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the employee.

Welcome to ISD 518!

We are excited to have you join our team! As a paraprofessional, you have an important and challenging role within our school community. Paraprofessionals are an integral part of the classroom team, assisting students to meet their educational goals. This guide contains information to provide you with a resource to answer your questions. You will find that the teachers you work beside, your building administrators, and other paraprofessionals will be valued resources to you as you learn about your job duties. These people possess a wealth of knowledge and can help you find the answers to questions as you encounter them.

Paraprofessionals (Para's) play a vital role in the education of our students. Para's fall into three categories at ISD 518. There are Special Education (SPED) paras, Multilingual Learner (EL) paras, and general education paras. Paraprofessionals provide support in both SPED and EL specific classrooms, as well as general education classrooms.

Who will your students be?

Depending on the role you are hired to fill, you could be working beside a general education teacher serving a classroom of students, under a special education teacher serving students with disabilities in the general education or special education classroom, or serving students whose first language isn't English in a general education classroom or an EL classroom.

What do you need to know?

This guide should be reviewed prior to beginning employment at ISD 518 and referenced as you have questions or concerns. The following topics are included:

- Resources: Contact Information and District Procedures
- Professionalism, Roles, and Responsibilities
- Special Education and Building Specific Information for Paraprofessionals
- Performance Evaluation Information

Resources

District Staff for Paraprofessional Support

Human Resources Department:

Kelsey Hagen.....	507-727-1109
Kathryn Phillips.....	507-727-1119
Carmen Johnson.....	507-372-1103
Payroll, Jodi Bohn.....	507-372-1104
Assistant Director of Special Education, McKenzie Helgeson.....	507-727-1220

Building Administrators

High School Principal, Tony Hastings.....	507-376-6121
Learning Center Principal, Dakota Lawrence.....	507-372-1322
Middle School Principal, Toni Baartman.....	507-376-4174
Intermediate School Principal, Katie Clarke.....	507-727-1275
Prairie Elementary Principal, Heidi Meyer.....	507-727-1250
Community Education, Sharon Johnson.....	507-376-6105
Early Childhood, Tara Thompson.....	507-727-1207
Adult Basic Education, Stacy Everding.....	507-727-1239

District Procedures

Hours of Work:

Hours of work depend on an individual's assignment and the number of hours in which you have been hired. The daily hours are up to a specific number of hours per day. The school district reserves the right to make any modifications or adjustments in assignments during the school year.

Pay Periods:

ISD 518 pay periods are the 15th and the last day of the month. If the pay date falls on the weekend or a holiday, paychecks are issued on the preceding work day.

Hours worked on the 1-15 of the month are paid the last day of the month

Hours worked on the 16-last day of the month are paid the following 15th of the month.

Supervisors:

The classroom and or special education teacher(s) that you work with will be considered your immediate supervisor. They are a primary source of information and may be asked to provide feedback for your performance evaluation. The building principal is

considered to be your Administrative supervisor, issues not resolved by your immediate supervisor should be taken to your building principal or their designee. Each paraprofessional is typically assigned to one classroom and or special education case manager/teacher for supervision purposes. Each building principal will handle building communications and need to know information.

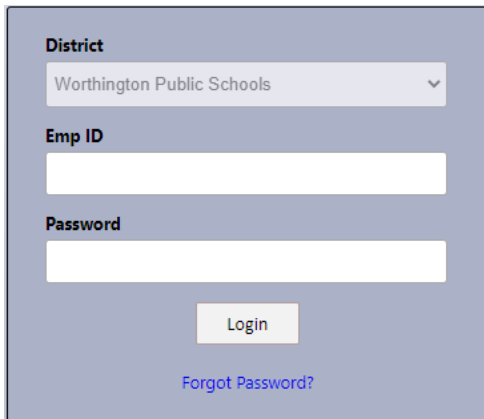
Smarter (ESS):

Questions contact Jodi Bohn in Payroll at 507-372-1104 or jodi.bohn@isd518.net

This is the payroll system where you can view your leave balances (sick/personal), view pay stubs, change your W4 and locate your W2.

To access Smart eR (ESS) website, please go to the district website (www.isd518.net), click on staff in black, and then select ESS

1. Log into Smart eR (ESS) at www.isd518.net > staff > ESS



The image shows a login form for the Smart eR (ESS) system. It has a light blue background. At the top, there is a dropdown menu labeled "District" with "Worthington Public Schools" selected. Below that is a text input field for "Emp ID". Underneath is another text input field for "Password". At the bottom center is a "Login" button. Below the button is a blue link that says "Forgot Password?".

- a. The District should say "Worthington Public Schools"
- b. Emp ID – your 5 digit number – this can be found on your new employee folder or you can contact Jodi Bohn at the District Office for assistance.
- c. Password – the first time you login your password is 0518 and the last 4 digits of your social security number. After the first time you login you will change your password.

2. The first time you login, you will be prompted to reset your password.

Current Password

New Password

Re-Type New Password

Please memorize your password as it will not be repeated back to you.

- a. You will then create your password. Please be mindful of the requirements for the password, and remember this as you will use this going forward.
3. You will then be logged out and required to log back in using your new password. This time, you will select one of the 2-step verification requests. If the email or phone number is incorrect, you will need to contact Jodi Bohn at the District Office to help you.

Please click the button to receive your security code to verify your identity.

4. Once you are in ESS, you can review important payroll information. Along the top will be your index.
 - a. My Payroll: review important payroll documents. The most common ones you will use include:
 - i. ACA Form 1095: This is the 1095 form we are required to submit to you with information on your insurance qualifications and determinations
 - ii. Direct Deposit: Your current direct deposit setup. If you wish to make any adjustments, please contact Jodi Bohn at the District Office.
 - iii. Pay Stub: Review your paycheck.
 - iv. TimeOff: Your time off detail and balances
 - v. Wage Statement: Information on your wage and theft form, if applicable
 - vi. W-2: Review and print your W-2 for tax purposes.
 - vii. W-4: Review and update your current tax determinations you have set-up with payroll
 - b. About Me: this option is being worked on and will be further implemented.

- i. Employee Information: Review and update your address. This is one option that we currently do have working.
5. Forms and Announcements – On the main page of ESS there are a few other important options you have available to you online.

Announcements

Notifications 17 new

District Forms 18 new

Employee Forms

- a. Announcements: Important notices will come through here. Most of the time what will come through here will be for your W-2 Notice and 1095 notice.
- b. District Forms: Many district forms are loaded here. These may be pertaining to payroll, insurance benefits, and other forms.

TimeClock Plus (TCP):

Questions contact Jodi Bohn in Payroll at 507-372-1104 or at jodi.bohn@isd518.net

This is the system used to track hourly employee clock in and out times for hours to be paid. It is your timesheet. Hourly employees need to clock in and clock out each day and must use a proximity reader located throughout each ISD 518 building. You are allowed 5 minutes before and 5 minutes after your scheduled time to clock in.

Proximity Reader Locations:

Prairie Elementary: Hall by Mailroom, Staff Lounge in Cafeteria, Library
Worthington Middle School: End of 6th grade hallway
Intermediate School: 4th grade side door entrance and corner in main hallway
Worthington High School: Staff Lounge
Learning Center: Teacher's Lounge
Community Ed: Room: Supply Room in front hallway across hall from Special programs- Room 103.

Linked Below is a helpful guide on clocking in and out using a proximity reader.

[How to clock in and out using a proximity reader](#)

All hourly staff are required to approve timesheets each pay period in order to receive payment. Failure to approve timesheets in a timely manner may result in delayed payment.

- As per Administration- hours should be approved on a daily basis
- Hours can be approved online via the web version or using the proximity clock
- When you are approving your time, please remember you are verifying all time, job code, and break lengths are correct and you are not falsifying your time.
- All hours need to be approved by the 16th and the 1st of the month
 - Time sheets need to be approved by the end of the day on the 16th for hours worked the 1st through the 15th of the month, and the end of the day on the 1st of the month for hours worked the 16th through the last day of the month.
- Should you need corrections to your TimeClock plus timesheet, please reference your building secretary for assistance.
- All timesheet corrections must be reported in writing, corrections cannot be made off of verbal communications.
 - **Building/Department Secretary:**
 - Prairie Elementary: Haley Petroviak
 - Intermediate School: Paige Brown
 - Worthington Middle School: Sheila Grimmus
 - Worthington High School: Sarah Martin
 - Learning Center: Rhina Galvez
 - Community Education: Petra Jimenez de Cornejo
 - ECFE: Tara Thompson
 - Special Programs/Transportation: Malory Fritz

How to approve hours in TCP using the Web Version:

1. Navigate to the TimeClock Plus or the webclock.
 - www.isd518.net > staff (in black bar) > TimeClock Plus
 - <https://tcp.isd518.net/app/webclock/#/EmployeeLogOn/WORTHINGTON>
2. Your ID Number and Pin Number should NOT be shared with anyone. It is against policy to clock in or out for another employee. ID Number is your employee ID number; Pin number is the last 4 digits of your social security number.

8/31/2018
02:31:24 PM

Select Company

Badge/ID Number

LOG ON TO DASHBOARD

Employee Credentials ?

PIN

[Cancel](#) [Log On](#)

- Click on “View” at the top to view hours to approve. Here you will see the current week of hour to review and approve. Review hours carefully, if incorrect, do not approve and reach out to your building secretary for corrections.



	CLOCK IN	CLOCK OUT	VIEW	MANAGE TIME SHEET
			Hours	Last Punch
				Messages

Frontline (Absence Management, Frontline Central and Professional Growth) :

This is the personnel system where employees complete new employee and annual paperwork, enter leaves and complete annual performance evaluations. Frontline Central, Absence Management, and Professional Growth are single sign on. The single sign on feature allows you to move between systems by selecting the appropriate system in the top left corner of the screen.



Independent School District 518 (Worthington) Select an Application

Absence Management *formerly Aesop*

Frontline Central

Professional Growth *formerly MLP PDMS and MLP OASYS*

Frontline Mobile App

The app allows you to download and enter absences from your smartphone.

1. Absence Management Frontline Mobile App Access the app store on your mobile device and enter "Frontline Education" in the search bar.
2. Click the Get or Install button and install the app.

Absence Management (formerly known as AESOP)

This is the system you will enter your absence in. In order to prevent potential issues with pay, and locate a sub for the vacancy created by your absence, all absences need to be entered in Absence Management in a timely manner.

Absences must be reported 1 hour in advance of the absence start time. All Personal Leave should be reported at least five days in advance and unpaid leave is discouraged. Appointments should be scheduled outside of work hours whenever possible. Applicable Holidays are also required to be entered in AESOP for payment.

Questions Contact Kelsey Hagen at kelsey.hagen@isd518.net or 507-727-1109

1. To log into Aesop, go to the District Website (www.isd518.net) or app.frontlineeducation.com
2. Select Staff at the top and the FRONTLINE
 - a. Your ID or Username will be your phone number

- b. Your PIN or Password will be sent to you in an email

frontline
education

Absence Management
Formerly Aesop


Sign In

ID or Username

PIN or Password

Sign In

[I forgot my ID or username](#) [I forgot my PIN or password](#)

3. To create an absence, you will go to the bottom.
- You will select the Create Absence tab.
 - Select the date(s) on the calendar you are submitting a leave request for.
 - If you want to add multiple days with different absence reasons, click on **Advanced Mode**. You will then put in one absence and click on **+Add New Variation**. (see below black arrow) This will allow you to add another absence time to the same confirmation number.
 - Substitute Required – If you have the option to select yes or no, please fill in as appropriate.
 - Please see your building’s Principal Secretary for specific guidelines whether a substitute is needed or not.
 - Absence Reason - Choose the Absence Reason.
 - Time - Put in your time you will be gone. Put in the whole time and do not shorten it for lunch. The system will automatically deduct out your lunchtime.
 - If you require a substitute and you need to alter the substitute report time as they do not need to be there all day (transportation time, prep time beginning/end of day, etc), please click on the  and this will allow you to adjust the sub report time.
 - Notes to Administrator - Enter in a Note to the Administrator for your absence. This is for tracking purposes in the case of an outbreak of a sickness, and other tracking purposes.

- g. Notes to Substitute – if you have anything specific to your day for the substitute, please put a note here.
 - i. Do you go outside for recess and they should make sure to dress appropriately?
 - ii. Sub notes will be in your mailbox or on your desk.
 - iii. Add an additional note possibly about seeing “your building Principal Secretary” for possible additional coverage during prep time.
 - iv. Anything you think the substitute should know to help their day be a positive experience.
- h. If you have a file to upload for the substitute, you may upload this as well.
- i. Select the green “Create Absence” button on the bottom. This will send your absence to your supervisor for approval. Please make sure you receive a confirmation number to confirm submission.

The screenshot shows a web interface for creating an absence. At the top, there are tabs for 'Create Absence', '7 Scheduled Absences', '1 Past Absences', and '0 Denied Absences'. The main heading is 'April 27'. On the left, there is a calendar for April 2017 with the 26th and 27th selected. The main form area contains the following fields:

- Substitute Required:** No
- Absence Reason:** SICK 12 Month > Sick Leave-s
- Time:** 08:00 AM to 04:30 PM
- Notes to Administrator:** Sick with the flu

There is also a 'FILE ATTACHMENTS' section with a 'DRAG AND DROP FILES HERE' area and a 'Choose File' button. At the bottom right, there are 'Cancel' and 'Create Absence' buttons.

- 4. To view your available leave balances
 - a. On the top, select Account
 - b. Select Absence Reason Balances along the left

Professionalism, Roles, and Responsibilities

Professionalism

Breaks:

When students are present you are considered on duty. Taking a duty-free break should be done in an area designated for adult breaks. If you are taking your break in an area where students are present, others might not think you are on break. They might think that you are reading, eating, or using your cell phone when you are supposed to be supporting students.

Please ask the teachers you work beside when it would be most convenient for you to take a break. You do not want to leave students unsupported or miss important directions while you are on break.

Cell Phone Use:

Do not use your cell phone or other electronic devices for personal use while in the presence of students.

Dress:

Dress professionally, yet comfortably. Do not wear blue jeans unless it is designated as a jean day by your school leader.

Food:

In general, food should not be consumed while working with students and should be reserved for your break and/or lunch. Beverages are permitted, however, should have a lid to avoid spills.

Confidentiality:

Confidentiality is a critical component to your job in our school system. Only share student, para, teacher information with those who are on a need to know basis. Confidentiality is a legal responsibility to observe both the rights of students and families in regard to privacy. Like teachers and administrators, paraprofessionals have access to personal information about children and their families including these examples:

- Student and guardian names
- Personal characteristics and disabilities
- The results of formal and informal tests
- Behavior in classrooms and other education settings
- Academic progress
- Family circumstances and family relationships

- Student illness (for example if a student is hospitalized or absent for an extended time)

Both children and families have the absolute right to expect that all information will be kept confidential, and made available only to personnel in the school or another agency who require it to ensure that the rights, health, safety, and physical well-being of the child are preserved.

Confidentiality Pointers

- Avoid using names when you are asked about your job.
- Direct questions about specific students to that student's case manager, classroom teacher, or building principal.
- Do not share other students' names or information regarding their programs with parents during meetings, conferences, or informal conversations.
- Information concerning students should not be shared in the lunchroom, staff room, office areas, out in the community, or any setting where there are people who are not on a "need to know" basis.
- Share student information with the appropriate people in a private place.
- If someone asks you a question about a student and you are unsure how to answer or if you should answer... DO NOT ANSWER. Direct the question to the supervising teacher or building principal.

Mandated Reporting:

According to MN law, if you are employed or provide services in a facility that serves children, families, and/or vulnerable adults you are required to report suspected abuse or neglect. If you suspect a child is a victim of maltreatment a report can be made 24 hours a day, seven days a week, by calling 507-295-5213. A child protection social worker will assist you. If you are not sure whether or not to make a report the intake worker at this number can assist you with that.

Communication Flow Chart:

Depending on the situation, you may use this flow chart to answer questions or concerns you might have.

- a. Communicate with an experienced para in your grade-level/building/department
- b. Communicate with the supervising classroom teacher or the case manager
- c. Communicate with the building principal or assistant principal
- d. Communicate with the Director or Assistant Director of Special Education
- e. Communicate with the Para Support Human Resource Person - District Office
- f. Communicate with the Superintendent

As professionals, it is expected that you follow the proper chain of communication to work through challenging situations regarding colleagues and students.

Roles and Responsibilities

Paraprofessional Role:

The role of a paraprofessional is to directly or indirectly assist and support students to access the general education curriculum as independently as possible. The role and assignments of a paraprofessional are not defined by a particular student, setting, or program, but rather by students' needs.

Paraprofessional Responsibilities:

The responsibilities of the paraprofessional may vary based upon their specific assignment. Duties may also change at any time based upon administrator or teacher examination of student or program need.

Build Relationships:

A trusting relationship is the most important element to working with students and adults. When people feel like they can trust you they will work hard to meet the expectations you throw their way. Get to know the teachers and students you work beside on a professional and a professional/personal basis. Find things you have in common and recognize any apprehensions they may have about working beside you. Use the relationships you build to promote an environment of rich learning!

Communicate With the People Around You:

Find time to talk to the teachers you work beside to better understand the students you are supporting and the curriculum you will be covering. If you have a question, ask it. If you need someone to show you how to do something, ask for a demonstration. Teachers are busy managing lots of different things at one time and do not always know what a paraprofessional needs to be successful in their setting. Communication will be key to your success as a paraprofessional. [Para/Teacher Communication Tool](#)

Dealing with Difficult Student Behavior(s):

All paraprofessionals hired by District #518 receive training in the crisis prevention (CPI) de-escalation strategies. Some paraprofessionals are fully certified in CPI de-escalation strategies and physical holding skills. It is crucial that each paraprofessional implements the de-escalation strategies when dealing with difficult behaviors in order to support students and help them work towards a place of calm.

Providing Instructional Support:

Classroom and special education teachers have the primary responsibility for the design, development, and delivery of daily instruction for all students in their classrooms, including students with disabilities or language needs. As a

paraprofessional you will have many responsibilities related to supporting the implementation of instruction as well as upholding the teachers methods of classroom management. Below are some resources that outline teacher and paraprofessional roles when it pertains to instruction and classroom management:

Paraprofessionals Should:

- Assist individual students and groups of students in performing activities initiated by the teacher.
- Supervise children in the hallway, lunchroom, and playground
- Assist in monitoring supplementary work and independent study
- Reinforce learning in small groups or with individual students while the teacher works with other students
- Provide assistance with individualized programmed materials
- Assist in the preparation/production of instructional materials as outline by the teacher
- Assist the teacher in observing, recording, and charing behavior
- Assist the teacher with crisis problem and behavior management
- Carry out instructional programs designed by the teacher
- Work with the teacher to develop schedules
- Carry out tutoring activities designed by the teacher
- Operate and maintain classroom equipment including computers, interactive whiteboards, and communication devices
- Proctor small groups during testing, after receiving necessary proctor training.
- Create a sub-folder the first week of school and update it as needed. Make sure to include your extra duties.

Paraprofessionals Should Not:

- Be responsible for preparing lesson plans and initiating instruction
- Be responsible for assigning grades to students
- Be used as a substitute to provide students new instruction unless he or she possesses the appropriate substitute teacher certification and is hired as a substitute

“At a Glance Tasks” for Paraprofessionals in the Classroom

Lecturing	Independent work time	Group work time	Testing
Cue students to take notes. Make sure they continue to do so throughout the lecture and class time.	Make sure students are on task and productive.	Make sure students get in a group. Help the teacher to organize groups if asked to do so.	Reading tests aloud if it is in a child's IEP or you are asked to do so by the teacher.
Take class notes; keep the notes organized to access later.	Provide help with assignment completion - offer help multiple times and with different methods.	Facilitate and model participation - it is okay to offer the group suggestions or rephrase what they have been asked to do.	Rephrasing test items - providing scaffolding/triggers (but do not give direct answers) .
Facilitating spelling, organization, on task behaviors, etc.	Prompt/cue skills - such as skimming a text book, using bold words, pictures, index, etc.	Assist with individual tasks - offering to help multiple times with different methods.	Provide a framework or outline when answering essay questions. Provide a copy of notes with teacher approval.
Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.	Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.	Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.	Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.

Roles - At a Glance

General Education Teacher	Special Education Teacher	Paraprofessional
Member of IEP team	Member of IEP team	Provides student support
Responsible for educating all students	Provides specialized education based on students' individual needs	Reinforces and reviews previously taught skills/concepts
Teaches the content material - is the "content expert"	Teaches strategies for accessing the content material.	Reinforces strategies previously taught.
Suggests and implements accommodations/modifications to be included in the IEP	Collaborates with general education teachers to implement accommodations/modifications.	Be aware of and assist in implementation of accommodations in the school setting.
Helps to implement the IEP. Attends IEP meetings.	Coordinates the delivery of special education services - convenes IEP meetings, writes IEP, is the "case manager"	May be asked to provide input on student progress to the special education teacher prior to the IEP meeting.
Responsible for making parent contact regarding progress in the general education curriculum and classroom	Primary contact with parents regarding all special education services and specialized instruction.	May use a parent notebook for daily communication if requested to do so by the supervising teacher.
Monitors student performance. Grades student work. Provides parents with reports on student progress.	Monitors student performance. Provides parents with reports on progress towards IEP goals.	May be asked to maintain classroom - based data related to special education students. May be asked to check student work when provided an answer key.
Provides expertise in modifying curriculum to meet student needs.	Provides curriculum accommodations / modifications that allow students to participate in the classroom.	Constructs materials to support accommodations designed by teachers.
Provides the team with information about a student during an evaluation.	Administers assessments that identify educational needs.	May be asked to observe students and collect data on specific academic or behavioral tasks.
Responsible for student discipline in a manner similar to general education peers. Maybe be asked to assist in following behavior plans.	Responsible for designing, writing, and supporting behavior plans. Collects data.	Monitors and reinforces student behavior interventions, collects data to ensure accurate records. Provides consequences according to behavior intervention plans.

Special Education and Building Specific Information for Paraprofessionals

Special Education

Director - Allison Eitreim

Assistant Director - McKenzie Helgeson

Secretary - Malory Fritz

Responsibilities for Extra Duties as a SPED Paraprofessional- Special Transportation

Special transportation is provided to select special education students as determined by the child's Individualized Education Plan (IEP) team. District #518 provides a required annual transportation to all special education paraprofessionals assigned specific transportation routes. The Office of Special Programs will communicate any assignments, updates to assignments, etc. regarding special transportation to any individuals providing special transportation.

If you would like to review the special transportation training, you may find it in Vector Solutions. There is a link to Vector Solutions on the district website under the "Staff" tab on the district homepage.

Schedules & Assignments

Your supervising teacher(s) will determine your daily schedule. It is imperative that you follow your schedule as set by your supervising teacher(s) as written. Your break times, location(s) and student assignments will be provided to you by the first day of school. Should you have questions regarding your schedule & assignment(s) you must communicate directly with your supervising teacher(s).

Whether you are assisting your student(s) in the special education or general education classroom, be sure to keep yourself busy and working hard in order to set a strong example for our students. If your assigned student(s) are not needing immediate assistance, please communicate with the teacher(s) in the classroom to see if there is anything that needs to be done or float about the room to support other students as needed.

Class II Paraprofessional Roles and Responsibilities

As a Class II paraprofessional, your responsibilities will look different from your Class I colleagues. That being said, your role as Class II paraprofessional may look different from other Class II paraprofessionals. Why is this? The services that paraprofessionals provide to our special education students are determined by Individualized Education

Plan (IEP) teams, and each team determines what is appropriate and necessary for each child based on their unique needs. If, at any time, you feel you need further training on certain aspects of your job you must reach out to your supervising teacher and that individual can help connect you with additional training opportunities and resources.

Monthly Paraprofessional Trainings

The Office of Special Programs will provide monthly training on various topics relating to special education. Training will be available in person as well as on demand via Vector Solutions. If you have any input regarding potential training ideas, please reach out to the Director and Assistant Director of Special Education.

Prairie Elementary

Principal - Heidi Meyer

Assistant Principal - Kari Gjerde

Secretary - Haley Petrowiak

Responsibilities for Extra Duties at Prairie Elementary-

Morning:

Students eating breakfast should go to the cafeteria. Students not eating breakfast should go to the grade appropriate commons area.

Car-Rider Greeter

- Assist students, if necessary, to help ensure safety.
- Wear appropriate weather gear.

Main Entrance Greeter

- Welcome students to Prairie Elementary.
- Direct students, as needed. Let students know what is for breakfast.
- Direct parents to the office.

Cafeteria Supervision

- Support students in going through the appropriate line and sit in their designated area.
- Students should use quiet voices.
- Actively scan for appropriate behavior.
- When finished eating in the morning, students should dump trays and go to designated commons area.

Door/Hallway Supervision

- Direct students, as needed.

- Students should use quiet voices and walk where they need to go.

Commons Supervision

- Work with teachers to find appropriate activities to welcome students each morning.
- Students should sit appropriately and, if talking during activities, use quiet voices.

During the School Day:

Prairie School Wide Expectations can be accessed in [this document](#). Please note that this document is a work in progress and will be updated, as needed, to ensure smooth operations and safety throughout the building.

Dismissal:

Car-Rider (gym) Supervision

- Supervise students waiting for cars.
- Communicate with the office, as needed, around issues that arise on the walkie.
- Call students as cars arrive.
- At the end, bring student(s) who are not picked up to the office.

Bus Line Supervision

- Students should walk in the bus lanes.
- Support students in staying behind the bus line, if waiting for the bus.
- Students waiting in line should stand in line and use quiet voices.
- If the bus arrives when students are standing in line, students should wait for a signal from the driver before boarding the bus.

Intermediate School

Principal - Dr. Katie Clarke

Assistant Principal - Cory VanBriesen

Secretary - Paige Brown

Responsibilities for Extra Duties at The Intermediate School-

General:

Sub-Folder

- a. Have your sub-folder ready within the first couple weeks of school and update as needed. Sub folders are located in your mailbox.
- b. Be sure to have your extra duties listed in your sub folder.

If you know ahead of time that you will be gone, find someone to cover your extra duty.

Enter absences in AESOP.

If you are going to use unpaid leave of absence, you are required to come and talk to Dr. Clarke.

Extra Duties:

Morning:

Students eating breakfast should go to the cafeteria. Students not eating breakfast should go to their grade appropriate commons area.

Car-Rider Greeter

- Assist students, if necessary, to help ensure safety.
- Wear appropriate weather gear.

Main Entrance Greeter

- Welcome students to the Intermediate School.
- Direct students, as needed. Let students know what is being served for breakfast.
- Direct parents to the office.

Cafeteria Supervision (Breakfast)

- Support students in going through the appropriate line and sit in their designated area.
- Students should use quiet voices.
- Actively scan for appropriate behavior.
- When finished eating in the morning, students should dump trays and go to their designated commons area.

Door/Hallway Supervision

- Direct students, as needed.
- Students should use quiet voices and walk where they need to go.

Commons Supervision

- Work with teachers to find appropriate activities to welcome students each morning.
- Students should sit appropriately and, if talking during activities, use quiet voices.

Transportation

- Communicate with the Special Education Director and/or Assistant Special Education Director as times/routes may vary.

During the School Day:

Intermediate School Wide Expectations can be accessed in [this document](#). Please note that this document is a work in progress and will be updated, as needed, to ensure smooth operations and safety throughout the building.

Lunch/Freeplay

- Bring students to the lunch room during designated times.
- Circulate throughout the lunch room.
- Paras transition students to free play following lunch.

Dismissal:

Car-Rider (gym) Supervision

- Supervise students waiting for cars.
- Communicate with the office, as needed, around issues that arise using the radio.
- Call students as cars arrive.
- At the end, bring student(s) who are not picked up to the office so parents can be contacted.

Bus Line Supervision

- Support students as they transition from their classrooms to the bus lanes. Report to your designated area in the building to ensure this happens.
- Students should walk through the hallways as they travel to the bus lanes.
- Students should walk to the buses once they are outside and load the buses immediately.

Middle School

Principal - Toni Baartman

Assistant Principal - Casey Hertz

Secretary - Sheila Grimmius

Responsibilities for Extra Duties at the Middle School-

General:

Sub-Folder

- a. Make sure to have your sub-folder ready within the first couple weeks of school and to update as needed.
- b. Be sure to have your extra duties in your sub folder for your substitute.

If you know ahead of time that you will be gone, find someone to fill in for your extra duty

Enter absences in Aesop and also contact Ms. Baartman of your absence. If you are going to use unpaid leave of absence, you are required to come and talk to Ms. Baartman or Mr. Hertz.

Extra Duties:

1. Crossing Guard
 - a. AM: need to clock in at 7:10 and be at your post by 7:15
 - b. PM: need to be at post by 2:35 and stay until kids are gone, approx. 3:00.
 - c. Wear appropriate gear
 - d. Use signs to direct traffic
 - e. Make sure all kids get across the street safely before leaving the street
2. Gym Supervision - Morning
 - a. Clock in by 7:10
 - b. Be in the gym by 7:15
 - c. Monitor students - scan the area.
 - d. Try to keep students at 100 for capacity
 - e. Make sure all equipment is used and stored properly at the end
3. Transportation
 - a. Communicate with the Special Education Director and/or Assistant Special Education Director as times etc. will vary.
4. Hallway/Locker Supervision
 - a. Clock in at 7:25 and be at your post by 7:30.
 - b. Monitor students
 - c. Greet and be aware of students
5. Lunch/Freeplay
 - a. Be at the lunch room during designated times
 - b. Circulate throughout the lunch room
 - c. 10-15 minutes into lunch flip sign
 - d. One supervisor go outside and grab equipment
 - e. Paras transition to free play as instructed

High School

Principal - Tony Hastings

Assistant Principal - Doug Brands

Secretary - Sarah Martin

Responsibilities for Extra Duties at the High School-

Sub Folder completed and turned into your supervising teacher within the first week of school

Clock-in and be ready for the day by your assigned start time
Unpaid Leave needs to be pre approved by your building principal

Supervision - High School paraprofessionals will fill various supervisory duties before school and during early outs on Wednesdays. Expectations for these times:

- Monitor students
- Greet and be aware of students
- Do not be on your cell phone during supervisory time

Learning Center

Principal - Dakota Lawrence

Dean of Students - Spencer Wieneke

Secretary - Rhina Resendez

Responsibilities for Extra Duties at the Learning Center-

Sub-Folder

- Have your sub-folder ready within the first couple weeks of school and update as needed.
- Be sure to have your extra duties listed in your sub folder.

If you are going to use unpaid leave of absence, you are required to come and talk to your building principal Dakota Lawrence.

Flexibility is a big part of being a para at the Learning Center, duty needs can differ from time to time.

Early Childhood, ABE, and Community Education

Community Education Director - Sharon Johnson

Early Childhood Education Director - Tara Thompson

Adult Basic Education - Stacy Everding

Secretary - Petra Jimenez de Cornejo

Absences:

1. Enter absences in Aesop as early as possible; indicate that a substitute is needed and contact your department coordinator, so s/he is aware of the need for a substitute.
2. Notify your classroom teacher that you will be absent, so they can adjust plans as needed.
3. If you want to use unpaid leave of absence, you are required to talk to the Community Education director to get pre-approval. You may be asked to

participate in staff development opportunities on staff in-service days, including early-out days. This will be paid time.

Community Education Chain of Communication for Questions and Concerns:

1. Communicate with the Department Coordinator
2. Communicate with the Community Education Director
3. Communicate with the Human Resources Para Support Person
4. Communicate with the Superintendent

Paraprofessional Performance Evaluation Information

Paraprofessional performance evaluations are completed annually in January and February. They are conducted in collaboration with the immediate supervising teacher or supervising licensed staff member with whom the paraprofessional works. Evaluations are completed and maintained in the Professional Growth platform of Frontline Education. A copy of all Performance Evaluations will be viewable and printable by the employee.

Procedures:

1. The teacher or licensed staff member with whom the para works will initiate the Paraprofessional Evaluation. They will inform the paraprofessional that they are completing the performance evaluation.
2. The teacher will complete the Paraprofessional Evaluation using the Paraprofessional Evaluation template found in Professional Growth.
3. Upon completion of the Paraprofessional Evaluation in Professional Growth, the teacher or licensed staff member will schedule a mutually agreed upon date and time to review the performance evaluation with the paraprofessional.
4. After the paraprofessional and teacher or licensed staff member complete the review of the evaluation, the paraprofessional will then have the opportunity to respond with their own comments and acknowledge the evaluation within the Professional Growth Platform.
5. The evaluation will be digitally signed and acknowledged in the system by the Employee, Teacher or Immediate Supervisor and Building Administrator.

6. Below are the instructions for the paraprofessional and teacher or licensed staff member completed the performance evaluation
 - a. [Evaluation Instructions for Paraprofessionals](#)
 - b. [Evaluation Instructions for Teachers or Licensed Staff](#)

Evaluation Criteria

Paraprofessionals are evaluated on a series of tasks according to Paraprofessional's primary job responsibilities. Each criteria should be marked in the box below the descriptor that describes the employee's performance in that skill area. The descriptors are defined as follows:

1. **Needs Improvement:** Performance is noticeably less than expected. Performance is below the minimum requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position.
2. **Developing:** Performance occasionally meets expectations. The employee generally meets most job requirements but struggles to fully meet them all. The need for further development and improvement is clearly recognized.
3. **Meets Expectations:** Performance clearly and fully meets all the requirements of the position in terms of quality and quantity of work. It is described as good, solid performance, with thorough and on-time results. While minor deviations may occur, the overall level of performance meets all position requirements.
4. **Exceeds Expectations:** Performance frequently exceeds job requirements. Accomplishments are regularly above expected levels. Performance at a level beyond expectations is sustained, and the quality of work is uniformly high.

[Paraprofessional Performance Evaluation](#)



Paraprofessional Evaluation

User Information

Name: EE Name	Title: PARAPROFESSIONAL
Building:	Department:
Grade: None	Evaluation Type: Paraprofessional
Assigned Administrator:	Evaluation Cycle: 09/01/2022 - 07/01/2023
Saved By:	Date Submitted:
Acknowledged By:	Date Acknowledged:
Finalized By:	Date Finalized:

Job Duties

The following tasks detail the staff member's primary job responsibilities. They have been grouped according to similar activities. For each category described, check one of the two possible ratings and include your explanation, examples and observations in the space provided. If a certain category is not relevant to a specific position, indicate this in the "Comments" section, and do not check a rating.

Student Instruction:

- Knows and follows the students' educational plans
- Understands the desired learning outcomes and uses alternative strategies to achieve these objectives
- Assists in the preparation and distribution of instructional materials
- Provides students with guided practice and specific and timely feedback
- Administers and supervises make-up tests and assignments
- Consults regularly with teachers on the students' educational progress

Student Supervision:

- Understands the different expectations of student behavior
- Maintains a visible presence with the students assigned to them
- Communicates with students in a positive and professional manner
- Initiates proactive interventions

Record Keeping:

- Files materials in a timely manner according to the established system
- Gathers all appropriate information detailing students' academic, vocational or personal development
- Keeps an accurate daily record of student attendance
- Accurately records relevant student data in writing or on the computer
- Maintains and submits student progress reports according to the prescribed schedule

Other Duties:

- Assists in maintaining an adequate inventory of educational supplies
- Performs general housekeeping and equipment maintenance to insure a clean and safe learning environment for students

Job-Related Behaviors

The following behaviors reflect those activities on the job that affect the staff member's own effectiveness and accomplishments or that affect the other people with whom the individual has contact with during the course of performing his/her work duties. For each behavior category described, check one of the two possible ratings and include your explanation, examples and observations in the space provided. If a certain behavior is not relevant to a specific position, indicate this in the "Comments" section, and do not check a rating

Commitment to Service:

- Demonstrates the desire to be of service
- Shows respect and tact when interacting with people

- Willingly provides help and acts as a resource in obtaining assistance
- Presents a positive image of the district by relating to people in a professional manner
- Goes out of his/her way to respond to the needs of students, staff and community

Communications:

- Communicates with people in a professional and courteous manner, whether on the phone or in person
- Clearly expresses thoughts and concerns, both orally and in writing
- Is a good listener
- Provides others with needed information in a timely manner
- Solicits opinions and feedback from other staff
- Contributes at meetings
- Keeps supervisor informed of the status and progress on work assignments

Teamwork:

- Gets along with co-workers
- Is a positive influence on his/her work unit
- Willingly shares expertise with others
- Helps to coordinate the functioning of his/her work group
- Makes personal sacrifices in the interest of accomplishing team goals
- Cooperates with employees in other departments/schools
- Demonstrates creativity in improving the delivery of the services of the work group

Personal Initiative:

- Exerts extra effort when necessary to get the job done
- Regularly begins new work on his/her own without supervision
- Is willing to learn new things and adapts readily to new methods and procedures
- Looks for ways to improve personal skills/knowledge through professional development activities
- Willingly accepts and offers to perform additional work while avoiding delays in regular assignments
- Initiates ideas and suggestions for improving operations
- Seeks to expand personal work responsibilities and willingly goes above and beyond the call of duty to serve people or to meet team goals

Planning/Organizing:

- Logically and efficiently organizes daily tasks
- Consistently completes work on or ahead of schedule
- Uses a variety of resources to organize and complete assigned activities (e.g. equipment, calendars)
- Incorporates extra duties effectively into the regular work schedule
- Understands and recognizes the significance of work priorities in scheduling daily work
- Demonstrates the ability to integrate and manage multiple work tasks with different timetables

Judgment/Decision-Making:

- Uses good judgment and common sense in carrying out work assignments
- Makes wise choices in allocating available time and resources
- Is self-reliant and makes decisions in a timely manner
- Considers alternatives and possible consequences before making decisions
- Devises methods to prevent or solve problems
- Involves others when appropriate in making decisions that can impact them

Reliability/Dependability:

- Seldom tardy or absent and is prompt in keeping appointments
- Completes work on time, meeting deadlines and avoiding delays
- Exhibits accuracy and thoroughness in following through on work duties
- Performs well in both routine and stressful conditions
- Accepts responsibility for completing assigned tasks
- Consistency puts forth his/her best effort

Summary

Professional Development Plan:

Areas of Strength:

Areas of Growth:

Additional Comments:

Acknowledgement

(To be completed by employee)

I have reviewed this form and have had the opportunity to comment. Clicking the ACKNOWLEDGE button is equivalent to an electronic signature. My signature does not imply I agree or disagree with the contents of this report, only that I have conferred with the supervisor concerning it. I am aware I may file a response which will be attached to this report if I wish to do so.

The following staff meet this summer to discuss resources to help paraprofessionals be successful in their roles as paras. Our first goal was to provide a guide for teachers, administrators, and paras to reference regarding the duties and responsibilities of paras. In conjunction with Building Administrators, the district administration, district teachers and paraprofessionals we have created this guide. We will continue to meet and work on other training and resources to support our paraprofessionals.

Erin Ahrens
Stacy Altman
Toni Baartman
Katie Clarke
Tessa Dierks
Kris Doeden
Allison Eitreim
Kari Gjerde
Kelsey Hagen
Tony Hastings
McKenzie Helgeson
Carmen Johnson
Emily Krumvida
Brenda Paulzine
Glenda Lais
Dana Larson
Dakota Lawrence
Heidi Meyer
Josh Noble
Amber Taarud
Heidi Meyer
Cory VanBriesen