

High Plains
Educational Cooperative

**PARAEDUCATOR
HANDBOOK
2021-2022**

“High Plains Educational Cooperative will assist and support
the member districts in providing educational services
which will maximize opportunities for all children
to live, learn, and work in society.”

HPEC Mission Statement

PARAEDUCATORS

IF YOU ARE A NEW PARAEDUCATOR, WELCOME TO HIGH PLAINS EDUCATIONAL COOPERATIVE. IF YOU ARE A RETURNING PARAEDUCATOR, WELCOME BACK.

PROFESSIONALS

CONGRATULATIONS - YOU HAVE A PARAEDUCATOR TO ENABLE YOU TO SERVE MORE EFFECTIVELY THE STUDENTS WITH SPECIAL NEEDS.

This handbook was revised and expanded in 1985 by Charles Drew and Ruth Mansur. The handbook was additionally revised in May 1986 and June 1989 by the Paraeducator Council. Updated in July 1990, 1991, 1992, 1995, 1996, 1997, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020 & 2021

An Equal Employment/Educational Opportunity Agency

The High Plains Educational Cooperative does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission, access to, treatment or employment, in its programs or activities. Any questions regarding HPEC's compliance with Title VI, Title IX, ADA, or Section 504 may be directed to the Coordinator, who is the Director of HPEC. The Director can be reached at (620)356-5577 or at 621 E. Oklahoma, Ulysses KS 67880. The Assistant Secretary for Civil Rights, U.S. Department of Education is also available.

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HIGH PLAINS EDUCATIONAL COOPERATIVE ADMINISTRATIVE PROCEDURES

ORGANIZATION AND ADMINISTRATION

The programs of High Plains Educational Cooperative are governed by an elected Board of Directors with 17 members, one member chosen by each respective district. The board selects a president and vice president from their membership each year. A clerk, treasurer, and attorney are appointed by the Board on an annual basis. The board functions according to the powers delegated from the State of Kansas, and actually is a subdivision of the State Government.

The function of the Board of Directors is that of establishing the policies by which the Coop is governed. The execution of these policies is the responsibility of the employees of HPEC.

EMPLOYMENT

The Board will employ only the most competent person available for each position. All applicants must hold a valid high school diploma or GED in order to be considered for employment. The supervisor and building principal will do the interviewing and reference checks locally. HPEC will be notified by the principal or supervising teacher of their applicant choice. The necessary paperwork for the applicant will be sent by the HPEC Central Office and can be found on the website – www.hpec611.net. All employees will be hired and dismissed on the recommendation of the principal, supervising teacher, and director. If further action is desired, a hearing may be conducted with the Director of Special Education. More than one member of the family may be employed. Some districts within the Coop prefer that relatives of children in school not be hired as paraeducators.

DRUG FREE WORKPLACE (Adopted 9/20/90)

The Board of Directors believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for students.

As a condition of employment in the HPEC, employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess, or use controlled substance in the workplace. Any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the Director of the conviction within five days after the conviction. Within 30 days after the notice of conviction is received, the HPEC will take appropriate action with the employee. Such action may include the initiation of termination proceedings, suspension, placement on probationary status, or other disciplinary action. Alternatively, or in addition to any action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such program.

This policy is intended to implement the requirements of the federal regulations promulgated under the Drug Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. It is not intended to supplant or otherwise diminish disciplinary personnel actions which may be taken under existing board policies or other personnel procedures.

HARASSMENT (Adopted 7/17/97)

Sexual harassment will not be tolerated in any High Plains Educational Cooperative service or activity. Sexual harassment of employees or students by board members, administrators, certificated and support personnel, students, vendors, or any others having business or other contact with HPEC is strictly prohibited.

Sexual harassment shall include, but not be limited to, sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

No district employee shall sexually harass, be sexually harassed, or fail to refer a complaint of sexual harassment for investigation. Complaints of sexual harassment by employees will be promptly investigated and resolved. Initiation of a complaint of sexual harassment will not adversely affect the job security or status of an employee, nor will it affect his or her compensation or work assignment. Violation of this policy shall result in disciplinary action, including termination against any employee.

Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal. If the building principal is involved, the employee should discuss it with the HPEC area supervisor. If the area supervisor is involved the employee should discuss it with the director of the Cooperative (HPEC). If the director is involved, the employee should discuss it with the president of the Board of Directors.

Employees who do not believe that the matter is appropriately resolved through this meeting may file a written complaint under the district's discrimination complaint procedure. (See teacher handbook, paraeducator handbook, or BOD Policies and Procedures manual). Confidentiality shall be maintained throughout the complaint procedure.

HPEC employees shall not sexually harass, or permit sexual harassment of a student by another employee, student, non-employee or non-student. Neither shall a student sexually harass another student or students. Violation of this policy shall result in disciplinary action. This action may include termination of an employee, or disciplinary action against the student(s) involved. Supervisors who fail to follow this policy or who fail to investigate complaints shall be in violation of this policy. If the teacher is the object of a harassment complaint, the student may report directly to the principal. If the principal is involved, the student may report to the superintendent of the district or to the area supervisor from HPEC. If either of these individuals are involved, the student may report to the other individual, or to the director of HPEC. If the Director is involved, the student may report to the president of the Board of Directors. Complaints against the director or any HPEC administrator shall be heard by the Board of Directors.

Definitions

- Sexual harassment may include, but not limited to:
- Sexual oriented communication, including sexually oriented verbal "kidding" or harassment or abuse;
- Subtle pressure or request for sexual activities;
- Persistent attempts to change a professional relationship into a personal, social-sexual relationship;
- Creating a hostile school environment, including the use of innuendoes or overt or implied threats;
- Unnecessary touching of an individual, e.g., patting, pinching, hugging, repeated brushing against another person's body;

- Requesting or demanding sexual favors accompanied by implied or overt promise of preferential treatment with regard to a student's grades or status in any activity; or

Sexual assault or battery as defined by current law:

Any student who believes he or she has been subjected to sexual harassment should discuss the problem with his/her principal, or another certified staff member. Initiation of a sexual harassment complaint will not cause any adverse reflection on the student. The initiation of a student's complaint shall not adversely affect the permanent job security or status of any employee or student until a finding of fact determines that improper conduct occurred. However, the teacher or administrator may be placed upon a paid leave of absence, pending completion of the investigation. Strict confidentiality shall be maintained throughout the complaint procedure.

Prompt and complete reporting of any sexual harassment incident is expected. Full reporting should be provided within 24 hours of any sexual harassment incident.

ANTI-BULLYING POLICY (ADOPTED 7/19/2007)

Senate Bill 68 was passed by the 2007 legislature requiring school districts to adopt policies prohibiting bullying on school property, in school vehicles or at school sponsored activities. Each district will adopt and implement a plan to address bullying as well as provide training for staff. The Kansas legislature defines bullying as: Any intentional gesture or any intentional written, verbal or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- a. Harming a student or staff member, whether physically or mentally;
- b. Damaging a student's or staff member's property;
- c. Placing a student or staff member in reasonable fear of harm to the student or staff member;
- or
- d. Placing a student or staff member in reasonable fear of damage to the student's or staff member's property; or any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this second or subsection (e) or K.S.A. 72-8205, and amendments thereto.

"School vehicle" means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school sponsored activity or event. High Plains Educational Cooperative staff will comply with the legislative requirements through policies set forth in each member district. High Plains Educational Cooperative staff working in member districts buildings are expected to follow local district policies and procedures. Please contact the building principal where you are based regarding the appropriate procedures to follow.

JASON FLATT ACT

The Legislature has passed and the Governor has signed SB 323 which is known as the Jason Flatt Youth Suicide Awareness Act. The provisions of this bill relevant to suicide awareness and prevention are:

- The board of education of each school district shall provide suicide awareness and prevention programming to **all** school staff and shall notify the parents or legal guardians of students enrolled in such school district that the training materials provided under such programming are available to such parents or legal guardians.
- Such programming shall include at a **minimum**:
 - At least **one hour of training** each calendar year based on programs approved by the State Board of Education. Such training may be satisfied through independent self-review of

- suicide prevention training materials; and
- A building crisis plan developed for each school building. Such plan shall include:
 - Steps for recognizing suicide ideation;
 - Appropriate methods of interventions; and
 - A crisis recovery plan

On or before January 1, 2017, the State Board of Education shall adopt rules and regulations necessary to implement the provisions of this section.

McKinney-Vento Act (Adopted 07-19-18)

The district, in accordance with state and federal law and the Kansas state plan will ensure that homeless children in the school district have access to a free and appropriate public education. Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence. For the purposes of this policy, a student awaiting foster care placement shall not be considered homeless.

Coordinator

The board shall designate a homeless coordinator for the district.

Approved:

KASB Recommendation – 7/03; 4/07; 12/16; %%%

Note: The reader is encouraged to review regulations and forms for related information.

BLOODBORNE PATHOGEN STANDARDS (ADOPTED 9/20/90)

In December, 1991, the Occupational Safety and Health Administration (OSHA) published final regulations governing the treatment of exposure to bloodborne pathogens and other potentially infectious body fluids in entities subject to OSHA. The Kansas Department of Human Resources (KDHR), is granted the authority to inspect places of public employment, including school districts, for documenting conditions or methods of operation which may be dangerous or injurious to employees pursuant to K.S.A. 44-636. Each school district is required to have a written exposure control plan which contains: an exposure determination and a schedule and method of implementation for (1) methods of compliance; (2) hepatitis B vaccination; (3) post-exposure evaluation and follow up; (4) communication of hazards and (5) record keeping. High Plains Cooperative is required to comply with the bloodborne pathogens regulations regarding exposure to transmittable diseases in the workplace. Compliance is assured through following local district policies and procedures. Please contact the building principal where you are based regarding the appropriate procedures to follow. Inoculations are voluntary and free of charge to HPEC employees.

COACHING (ADOPTED 7/17/97)

The board encourages HPEC staff assigned in the districts to participate in the full school program. When an HPEC teacher or paraeducator is contracted by a district as a coach, director, or sponsor of a school extracurricular activity, HPEC staff members' time after school hours will be paid by the district. Substitutes for such activities will be paid by the contracting district.

Participation in said activities will not interfere with the need to meet with families of students with IEP's at parents' convenience. Neither will such participation interfere with the staff member attending required HPEC staff development events.

A staff member who is placed on a plan of assistance during one school year, and the plan of assistance is to be continued into the following school year will be discouraged from accepting coaching/directing/ sponsoring assignments during the following school year.

TEXTING – Texting while driving is prohibited

High Plains Education employees will adhere to Kansas laws in regards to texting while driving. For full details see

http://www.kslegislature.org/li_2016/b2015_16/statute/008_000_0000_chapter/008_015_0000_article/008_015_0111_section/008_015_0111_k/

CHANNELS OF COMMUNICATION

Employees are responsible to their immediate supervisor, which in most cases is the teacher, and shall direct problems, criticisms, and suggestions through the supervisor. The supervisor is responsible for carrying unsettled problems on to the building principals and others in the chain of command. The chain of command shall be supervising teacher, building principal, HPEC area supervisor, HPEC Director. Please respect the chain of command which infers before you go to the building principal or HPEC Area Supervisor with a concern, you should talk with your supervising teacher.

COMMUNICATION

Effective communication between the professional and paraeducator is vital if the students are to be served effectively. An environment conducive to learning can only be provided by the paraeducator and professional communicating honestly and openly in a non-threatening manner. Each is a unique individual with unique needs with the common goal of educating the students. Individual conflicts which are unrelated to the classroom should be kept out of the classroom. The following thoughts are offered for effective communication:

1. Set aside a regularly scheduled time to communicate when the students are not present. The time should be a mutually acceptable time.
2. The professional has knowledge and expertise in the field. He has the responsibility of direct supervision of the paraeducator and the direct control of the learning environment.
3. If the paraeducator has a question or concern about anything relating to the classroom, he should feel free to ask the question in an honest desire to learn.
4. If the professional has a concern about the paraeducator, the concern should be discussed directly and constructively. First and foremost, we have an obligation to provide the best services possible for students.
5. Listen to one another's opinions and concerns regarding the learning environment and students.
6. Respect one another's opinions and uniqueness.
7. Give one another positive strokes; when something is happening that is good, tell one another. We all need warm fuzzies.

DEFINITIONS

FULL-TIME EMPLOYEE

A full-time employee is one whose job description calls for a full school year of work at least 7 hours per day for 5 days per week totaling the days identified on the local school calendar where assigned. Leave and Section 125 benefits are available. (Hours and days are adjusted for those working in districts with a 4 day week.)

PART-TIME EMPLOYEE

A part-time employee is one whose job description calls for a certain number of work-days per year for

a certain number of hours per day. Prorated leave and Section 125 benefits are available.

REGULAR WORKDAY

The regular workday is generally defined as a 7 hour workday (**Amended 7/95**) with the starting and quitting time to be determined by the supervisor(s) in buildings assigned. Full time is based on 35 hours per week. (For example if you work 38 hours one week because of after school staffings, you would need to adjust the time on other days within the same pay period, so you do not exceed a total of 7 hours per day.) **You should never exceed more than 35 hours per week or the total number of hours of your personnel action unless prior approval is given by the director.**

PROCEDURES

PERSONNEL ACTION

Classified personnel will be issued a personnel action once a year. It is necessary that the employee sign the personnel action form, as well as the supervisor and the building principal.

If an employee wishes to resign their position, a letter of resignation is to be submitted to their supervisor, building principal and HPEC Director at least 10 school days prior to the final day of work. The letter of resignation should clearly state the final day of work and reason for resignation. The Board of Directors reserves the right to suspend or discharge an employee at any time without pay for incompetency, failure to follow instructions, reduction in force, or for other just cause. Beginning with time of discharge, the employee will not be entitled to further compensation.

WITNESS OR JURY LEAVE

Employees of HPEC shall be excused for jury duty with no jeopardy to their employment. Substitutes, when necessary, will be obtained in the usual manner and will be paid by their local school district. The para will receive their regular daily salary minus such compensation for jury duty as is normally established by the court. An Application for Leave and a copy of the court payment, this amount (7 hours) will be deducted from your pay, must be sent to HPEC Central Office. The Director has the authority to request from the court that the employee be excused from service, or his service be delayed, provided the special nature of the employee's qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury duty affords a threat to the welfare of the HPEC or children concerned. Please mark "jury duty" in the other column.

CERTIFICATION OF HEALTH

All personnel of High Plains Educational Cooperative shall be required to submit a signed Certificate of Health as a condition of initial employment. **Both sections of the form must be completed.** TB Skin Test and health physical is at the employee's expense.

CLASSIFIED EMPLOYEE FILE FORMS

In order that HPEC may have the necessary information on each employee, the following information is to be provided to the HPEC Central Office prior to employment:

1. Application – The application for employment. Documentation of College hours and prior staff development points must be in the HPEC Central Office prior to salary consideration of said points. Retroactive salary adjustment will be for a maximum of 30 day.
2. Loyalty Oath – Required of all state employees.
3. W-4 Form – Showing the number of dependents for federal income tax purposes.
4. K-4 Form – Showing the number of dependents for state income tax purposes.

5. Form I-9 Employment Eligibility Verification – section 2 completed by supervisor.
6. Benefit Enrollment Form –will be mailed and reviewed by your HPEC administrator before you state your acceptance or waiver of participation.

No payment may be authorized without the above documents at the HPEC Central Office. The above information is necessary to compute an accurate check.

Within the first 30 days of employment, please submit to the HPEC Central Office:

1. Certification of Health – Both sections of the certification of Health should be completed.
2. Paraeducator plan to include orientation/confidentiality.

Once the above documents are received at the HPEC Central Office, a personnel action will be issued.

The personnel action will be signed by the employee, supervisor and building principal.

All employment forms are available on the HPEC web page at www.hpec611.net

Please communicate with your supervising teacher about completing your employment forms. They will assist you in ensuring that all required paperwork is complete.

ALL PAPERWORK IS DUE IN THE CENTRAL OFFICE PRIOR TO EMPLOYMENT (Revised 6/2016)

PERSONNEL PRIVILEGES, BENEFITS AND SERVICE

INSURANCE OPTIONS

Paraeducators employed 30 hours or more per week may elect to participate in the High Plains Educational Medical Health Care Plan. The open enrollment period for paraeducators August 7th through Sept 7. For any individual that is hired after said inservice day, the open enrollment period will be between the date of hire and the 15th of the following full pay period. The High Plains Educational Cooperative Board of Directors will contribute 75% of the cost of a single health care plan. The remaining premium cost will be paid by the employee through monthly payroll deductions beginning with the next pay period. Premiums for June, July, August and September will be due to the central office by the first of each month. If during any month wages are insufficient to cover the premiums, the employee will provide the balance of payment prior to the first of the following month. An employee may elect to add family coverage at full cost during the open enrollment period.

Once individuals elect to participate in the High Plains Educational Medical Health Care Plan, they must participate until the end of the health care plan year of Oct. 1.

TELADOC SERVICE

All HPEC KPERS eligible employees can participate in the online Teladoc program. Teladoc is a 24/7 telemedicine service offered through American Health. Once you are employed by HPEC, the plan is effective starting the first of the month following 60 days of employment. After the waiting period you will be able to register on the Teladoc website <https://www.teladoc.com>

- **Once enrolled, the member contacts Teladoc** using the toll-free number or by logging on to the Teladoc website or phone app. Members must complete their medical history before the consultation.
- **The physician responds to the patient** over the phone or through video. The doctor, who is licensed in the member's state, listens to the member's issues, questions and concerns.

- **The medical issue is resolved** with a recommendation for the correct treatment or, if necessary, with a referral to the primary care physician or the ER. Physicians can also prescribe medications if appropriate.
- **The physician updates the patient’s health record**, which members can view any time and choose to share with their physician.

WORKMAN’S COMPENSATION

The Board of Directors provides workmen’s compensation benefits for all employees. If a paraeducator should sustain any injury while on the job, they should contact the Director or Treasurer at HPEC Central Office as soon as possible in order to report the injury for insurance benefits. In order to receive any insurance benefit, all claims must be reported on the Workmen’s Compensation Form within 5 days and then the insurance agency will be notified within 20 days from the date of injury. If you are unable to fulfill the job requirements as specified in the current employment setting within 5 days, please notify the Director for accommodations or reassignment.

Kansas Workers Compensation Social and Recreational Act: K.S.A. 44-501 precludes recovery of workers compensation benefits when the injury occurs while the employee is “voluntarily participating in fighting or horseplay; or reckless violation of safety rules or regulations”.

HPEC has the right to request a drug/alcohol test when a workers compensation claim arises.

KANSAS PUBLIC EMPLOYEES RETIREMENT SYSTEM (KPERS)

All public school employees working 630 hours or more during a calendar year are **required** to participate in this program. This system requires a deduction from your gross salary. There is no membership fee involved. Your contribution plus interest are refundable from KPERS should you terminate employment with the HPEC in accordance with KPERS regulations. Under this system, you are entitled to retirement benefits, and death and total disability benefits. Be sure to keep your beneficiary information updated if you have changes. See www.KPERS.org for more information.

SOCIAL SECURITY (also known as FICA)

The Board of Directors is required by law to withhold a percentage of your wages as per state and federal guidelines. The amounts withheld from your paycheck along with a contribution from HPEC will be credited towards your Social Security/Medicare benefits.

It is important that you always use the correct Social Security number. Also, you should make sure the name you use at work is the same as the name shown on your Social Security card. If you ever change your name, you should change your name on your Social Security card, too. Be sure to provide a copy of your updated Social Security card to HPEC to change your payroll information.

CREDIT UNION

When there are at least 5 HPEC employees signed up with an institution, the High Plains Educational Cooperative will withhold money for individuals to be invested or to pay loans. Presently deductions are made to Garden City Teachers Federal Credit Union. An authorization for deducting form can be obtained from the credit union.

403(b) INVESTMENT OPTIONS

The High Plains Educational Cooperative will withhold money to be invested in tax deferred annuity programs. Beginning September 24, 2008, AF Plan Serve will be the administrator for all 403(b) regulations in accordance with the Internal Revenue Service. An approved salary reduction agreement must be sent to the High Plains payroll office before deductions can begin. Changes may only be made during open enrollment. A list of approved providers can be obtained at HPEC Central Office.

LEAVE

Beginning with the 21ST day of on-the-job employment, each paraeducator is granted emergency leave which may be used for sickness or bereavement. Emergency leave granted is 70 hours per year, of which 14 hours may be used as personal leave days. When an employee begins work in the middle of a school year or works part time, that employee's emergency leave will be prorated according to the number of work days remaining in the school year and number of hours worked per day. EXAMPLE: A full-time employee who works a 186 day work year or 1302 hours is eligible for 70 hours of emergency leave a year. A part-time employee who works 126 days is eligible for emergency leave according to this formula: $126/186 = .68 \times 70 = 47.5$ hours of emergency leave (leave is rounded to the nearest .25 hour). Paid time off must be taken before leave without pay can be taken.

EMERGENCY LEAVE will cover absence for employee's own illness, or illness in employee's immediate family or immediate family of spouse, which will include husband, wife, father, mother, brother, sister, children, grandmother, grandfather, or other relatives if they reside in the home of the employee; and bereavement. The HPEC Director may request additional information from any employee who is absent from work for 3 consecutive days or more.

Emergency leave, 70 hours per year or the prorated amount shall be accumulative with an accumulation ceiling of 40 leave days (280 hours) for paraeducators. Unused personal leave days do not accumulate but will be applied to the accumulation of emergency leave days. Emergency leave accumulated prior to the amended date shall not apply (Amended 6-15-89). Personal days can not be used during the orientation week, first week of school, last week of school or the day prior or the day following a regular scheduled school vacation.

Unscheduled school closing. Paraeducators are entitled up to 7 hours pay per year to cover school closures due to inclement weather, state tournaments, etc. Please show on your timesheet in the "Other Leave" column the number of hours taken off, not to exceed 7 hours

The only time a leave form is necessary is to request Family Medical Leave Act. (Revised 6/2016)

TIME AND EFFORT

High Plains receives categorical reimbursement for each teacher and paraeducator. We also receive federal funds through VI-B funding. Due to the way we are financed, all teachers and paraeducators are designated as providing 100% Special Education services. All teachers and paraeducators sign off twice yearly that they are spending 100% of their time and effort towards special education.

Reimbursement Guidelines: "Employees whose employment with an LEA is 100% special education must complete the bi-annual certification (signed and dated by the employee or a supervisor with first-hand knowledge of the work performed at least semi-annually, after the work has been completed) that all their work/effort was to further the goals of their federal and/or state funding sources."

All teachers and paraeducators have a portion of their salary paid through federal funding.

PAYDAY

Salary checks for all classified employees will be issued on the 27th day of each month. In the event a payday falls on Saturday, Sunday or on a holiday, the checks will be distributed on the preceding High Plains Central Office workday. An employee who begins work for the district before the 15th of the month and has all the necessary forms filled out and turned in to the bookkeeper by the 15th will receive a monthly check based on the number of hours worked that month. The first pay day for the school year is Sept. 27th. Please allow up to one week for the post office to deliver mail. Direct deposit is strongly suggested.

TIMESHEETS

On page 16, you will find an example of a completed, correct time sheet. Do not expect breaks from the classroom. Breaks are not a mandatory part of the job. Time sheets will be kept on a daily basis and reviewed by the supervisor. It is the responsibility of the paraeducator and supervisor to ensure that time sheets are accurate and emailed to the HPEC Central Office on the designated date. In all situations time sheets must be electronically signed by the supervisor. The supervisor's signature ensures that the time sheet is accurate. The paraeducator is not to work more than the total number of hours designated on the personnel action. Paraeducators shall work no more than an average of 35 hours per week as stated on page 9 of the Para Handbook. Monthly timesheets can be downloaded from www.hpec611.net

NOTE: Time sheets must be received by HPEC Central Office on the 15th day of each month in order to receive your check on the 27th.

When a paraeducator terminates employment with the HPEC, the last paid day of employment is the last day worked, unless there are extenuating circumstances. In other words, the last days paid must be worked, not taken as leave. Example: Sara gave notice of resigning. She worked through September 25, took 3 days of sick leave and did not return to work. The last day paid is September 25.

EXTENDED SCHOOL YEAR

Extended school year time will be put on the timesheets and submitted on the 15th of each summer month. You will receive your first check for summer hours on July 27th. Anyone working beyond July 15th will be paid on August 27th.

ANNIVERSARY DATE

Classified personnel working on less than a twelve-month basis, who are hired between July 1 and December 31, shall be entitled to a year's experience credit for the next school year. Classified personnel working on less than a 12 month basis and hired between January 1 and June 30 shall remain at the original salary schedule placement for the next school year.

GUIDELINES FOR PARAEDUCATOR TIME SHEETS

1. The paraeducator will turn in timesheets that start on the 15th and should be completed to include the 14th of the following month. These time sheets should be emailed to HPEC in time that they will arrive on the 15th. Checks will be issued only when a timesheet is received. Be sure to keep a copy of your timesheets just in case HPEC Central Office does not receive it.
2. The Notice of Personnel Action is written for a specific number of hours and that is the maximum number of hours you may be paid. This time is determined from the local district calendar where you are assigned plus HPEC required staff development days. (Revised 7/96)
3. Paraeducators should include on the timesheet all High Plains beginning of year staff development days attended. Certain local staff development may not directly apply to paraeducators and therefore it might not be necessary to attend. The day the local district dedicates to the discussion of local district salary schedule and fringe benefit plans will usually not apply to High Plains paraeducator staff and therefore would be an unwise use of paraeducator time. However, the special education teacher, paraeducator, and building principal should collaboratively decide which staff development paraeducators are to attend, as well as whether they are to be on duty during the days of parent-teacher conferences. (Revised 7/96)

Additional Guidelines with Examples

- #1. Staff development activities attended should be reported as days worked, if the supervising teacher feels that attendance at the staff development is necessary. Only actual time in attendance should be reported on the timesheet.
- #2. On any day school is let out early because of an unscheduled school closure (i.e., state sporting event, school/district wide illness, power failure, etc) separately report the actual time and leave time, if any available to you. **(Revised 12/16/92)**
- #3. If you have used your 7 hours leave for unscheduled school closures/inclement weather, do not enter time when school is closed due to unscheduled school closure. **(Revised 12/16/92)**
- #4. If you take sick leave during the day, there are enough columns for you to clock in and out 3 times during the day. (Do not skip columns when clocking in & out.)
- #5. When requesting paid time off, indicate the number of hours in the correct column - “S” column for emergency and “P” column for personal leaves.
- #6. When requesting “no pay” do not clock in or out. Leave blank.

HIGH PLAINS EDUCATION - Para Timesheet

Name: Janie Doe USD#: 444 Month/Year: October/November 2018

Date	Day	In	Out	In	Out	In	Out	Total Work	Leave Codes				Total Hours	
									S	P	Other	Leave		
<i>Example:</i>		8:00 am	10:00 am	12:30 pm	2:30 pm			4				IP	7	
15	Mon	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00	1		2		7:00	
16	Tue	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
17	Wed	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
18	Thu	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
19	Fri	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
WEEK TOTAL								35:00					35:00	
22	Mon	8:00 AM	12:00 PM					4:00					4:00	Ex.#1
23	Tue	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
24	Wed	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
25	Thu	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
26	Fri	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
WEEK TOTAL								32:00					32:00	
29	Mon	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
30	Tue	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
31	Wed	8:00 AM	11:00 AM					3:00			4	SC	7:00	Ex.#2
1	Thu	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
2	Fri	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
WEEK TOTAL								31:00			4:00		35:00	
5	Mon													Ex.#3
6	Tue	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
7	Wed	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
8	Thu	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
9	Fri	8:00 AM	10:00 AM	11:00 AM	11:45 AM	12:15 PM	3:30 PM	6:00	1				7:00	Ex.#4
WEEK TOTAL								27:00	1:00				28:00	
12	Mon									7			7:00	
13	Tue	8:00 AM	11:45 AM	12:15 PM	3:30 PM			7:00					7:00	
14	Wed													Ex.#5
	Thu													
	Fri													
WEEK TOTAL								7:00		7:00			14:00	
MONTHLY TOTAL								132:00	1:00	7:00	4:00		144:00	

NOTE: Any leave taken above the allowable limits will be a full deduction.

By submitting this form, I certify I have reviewed & approve the hours stated on this timesheet.

Supervising Teacher _____

SALARY SCHEDULE

Placement on the salary schedule is based upon review of previous experience, staff development participation, and/or relevant college course work. (6/2001).

New paraeducators who have prior experience as a paraeducator, teacher or other directly related area will be credited with one year of experience on the salary schedule for every year of outside experience. (6/2001) Experience which the Director determines may help in your assigned duties but is not directly related to paraeducator work, will be credited one year for every two years experience. (6/2001) The person making the application must document any outside experience.

Paraeducators starting with an associate's degree or higher will start on column F of the salary schedule. (6/2020)

In order to receive credit for placement on the salary schedule, the paraeducator must document within the first 30 days of employment, college hours and/or staff development hours through **official** college transcripts. **(revised 7/96)** To move on the salary schedule, staff development points must be submitted by May 15th and college hours as evidenced by an official transcript before September 1st.

PARAEDUCATOR SALARY SCHEDULE for New hires after July 19, 2018 (ADOPTED 07/19/2018)

	A	B	C	D	E	F
St Dev Hours	20	120	240	400	800	1200
YEAR 0	10.00	10.15	10.30	10.45	10.70	11.00
YEAR 1	10.25	10.40	10.55	10.70	10.95	11.25
YEAR 2	10.50	10.65	10.80	10.95	11.20	11.50
YEAR 3	10.75	10.90	11.05	11.20	11.45	11.75
YEAR 4	11.00	11.15	11.30	11.45	11.70	12.00
YEAR 5	11.25	11.40	11.55	11.70	11.95	12.25
YEAR 6	11.50	11.65	11.80	11.95	12.20	12.50

Tier II paras who have worked for High Plains 7 or more years are entitled to 15 cents an hour wage increase by documenting the required staff development points of the previous school year, in this case 10 inservice hours.

STAFF DEVELOPMENT

ORIENTATION

Every year paraeducators must attend a two-hour orientation/ confidentiality session to review the paraeducator handbook, policies, school expectations & rules, discussion about confidentiality, and teacher expectation. This is a session regarding the roles and responsibilities of the paraeducator and should be provided by the supervising teacher. Orientation and confidentiality should be completed and documented the day of beginning employment.

STAFF DEVELOPMENT CREDIT

Every paraeducator must complete staff development each year. Failure to earn the required number of staff development hours will result in loss of employment. You may earn staff development hours from July 1st through May 15th. **Please get your inservice completed as soon as possible.**

Beginning 8/2009, High Plains Educational Cooperative will support a Tiered Paraeducator Inservice plan.

Tier I - Paraeducators who have worked as a Kansas special education para less than 3 years (**within the past 3 years**) are to complete 20 hours of inservice if employed for 9 months during the school year.

Tier II - Paraeducators who have worked as a Kansas special education para for more than 3 years (**including the past 3 years**) must complete 10 hours inservice if employed for 9 months during the school year.

All Paras must turn in a professional development plan yearly with evidence. Plans are due to the HPEC central office by October 31 of each year or within 30 days of employment if hired after October 1 of the school year.

INFINITEC

Using Infinitec

New Users will need to register on Infinitec for a login and password to access the webinars. (Please use a school email and check it frequently.) Once registered at the website (www.myinfinitec.org), you will receive an email from myinfinitec.org with a temporary password and a link to change your password. All staff will be required to take the following on Infinitec: Bloodborne Pathogens, Suicide Prevention Among Teens, ESI (Emergency Safety Intervention) training, Bullying Basics, Anti-Harassment Training, Cultural Competency and Meeting the Needs of Homeless Children.

New paras hired after HPEC August inservice must receive training from central office staff on benefits offered through the cooperative such as insurance, workman's compensation and HPEC policies and procedures. You will also be need to complete the Kansas required staff trainings which includes: Bloodborne Pathogens, Suicide Prevention Among Teens, ESI (Emergency Safety Intervention) training, Bullying Basics, Anti-Harassment Training, Cultural Competency, Meeting the Needs of Homeless Children, Confidentiality, and Orientation (The Paraprofessional & Student Success). These trainings need to be completed within 30 days of your hire date.

If you are half-time, quarter-time or any other part-time paraeducator, you still must acquire the needed hours of staff development by the end of the school term. Paraeducators hired during the school year are also required to get a prorated amount of staff development hours. Two staff development points are required for each month, even if the paraeducator worked just a day or two.

College coursework - If you choose to enroll in college coursework and apply the hours toward staff development requirements and salary advancement, it is necessary to include the class name on your staff development plan. Please submit an official transcript to HPEC following completion of the course. Staff development credit for approved college hours is at the rate of 20 staff development hours for each hour of college credit. All appropriate paperwork must be submitted to HPEC Central Office in accordance with the procedure for staff development in order to ensure proper credit for the activity and appropriate salary advancement. Salary advancement requires the submission of an official transcript. Advancement on the salary schedule is dependent on procedures being followed. **(revised 7/15/04)**

Mandt System Training – HPEC periodically provides training to support an integrated approach to preventing, de-escalation and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. HPEC will provide attendees to summer Mandt training days \$125/day to cover travel expenses to the training.

TUITION FOR PARAEDUCATORS

Paraeducators who have 60+ college credits leading toward an education endorsement may apply for the tuition program through HPEC. Tuition agreements are independent of Personnel Actions. Only courses at the junior and senior level will be considered for reimbursement. A maximum of \$3,500 is set for the tuition program.

- An application to participate in the program must be received and approved for individuals taking junior level, senior level and graduate courses. Individuals will interview with HPEC administrators.
- Tuition for junior and senior level classes reimbursed at cost up to \$140 per credit hour.
- Persons must sign an agreement for years of service after degree/certification.
- The agreement will include an acknowledgement that the teacher will need to begin working after completing the education certification program.
- The paraeducator must apply for financial assistance and these funds will be considered to determine HPEC reimbursement.

Protocol for Application to a Para to Teacher program

If you have been a para for High Plains for at least one year and are interested in enrolling in a program to become a teacher you will need to follow the steps in the protocol.

- 1 Visit with your supervisor and/or High Plains Supervisor about the possibility of working through a program to become a teacher. (They will be able to guide you to the site to compare the different programs available.)
- 2 Contact the school you are interested in to see if you qualify. (Some programs require a bachelor's degree in some area and others do not.)
- 3 Contact your HPEC Supervisor to visit with her regarding expectations of High Plains
- 4 Set up a time to interview with High Plains regarding a teaching position
- 5 High Plains must hire you to teach in an already open position for this process to go any further.
- 6 If you are hired by High Plains fill out the application for the program you are qualified for.

- 7 High Plains will verify your employment.
- 8 Apply for admission to the University of the program you applied for.
- 9 Apply for Financial Aid through the FASFA program.
- 10 After acceptance into a program, you might be eligible for a recruiting agreement if you want financial support from High Plains.
- 11 Turn in a course of study for the program along with a timeline for completing the course of study.
- 12 Paraeducator agrees to take a minimum of 9 credit hours per semester or what is required by the program entered into to move swiftly toward completion of the program.
- 13 Obtain your license from the state---Limited Apprentice License or TAP license.
- 14 Send High Plains a copy of your License and Transcript.

PARA ASSESSMENT

High Plains Educational Cooperative supports the Elementary and Secondary Education Act through educational training. Paraeducators who have an interest in becoming highly qualified through the assessment procedure may complete the ParaPro assessment available through ETS. You can prepare for the exam by reviewing a study guide available through HPEC's Media Center.

HPEC will reimburse paraeducators the cost of the ParaPro test who receive a passing grade on the exam. Reimbursement will be awarded when the paraeducator submits:

Documentation of a passing score AND Receipt of payment for the test

Please attach your documentation of a passing score and your receipt with an expense report. Payment will be awarded during the next expense report payment period from when all documentation is received.

Twenty (20) staff development hours will be awarded one time for a passing score of 455 on the ParaPro test.

The ParaPro Assessment is available by appointment at the HPEC Central Office. Please contact High Plains Education Central Office for further information.

PARAEDUCATOR STAFF DEVELOPMENT PLAN
Use only for non HPEC (Infintec) sponsored staff development
(Revised 7/2018)

Sample Pages

This plan is to be completed by the paraeducator with input from the supervising teacher **for non HPEC (Infintec) sponsored staff development**. Both should keep a copy of the plan. Please complete within 30 days of beginning employment and send to Meri James. The orientation session should be completed within 3 days of beginning work.

Paraeducator's Name _____

Number of staff development hours needed _____ New paraeducator's first day of work _____

Paraeducators who have worked as a Kansas special education para less than 3 years (**within the past 3 years**) are to complete 20 hours of inservice if employed for 9 months during the school year.

Paraeducators who have worked as a Kansas special education para for more than 3 years (**including the past 3 years**) must complete 10 hours in inservice if employed for 9 months during the school year.

Please plan with your supervising teacher to project staff development activities that will benefit you. Remember local district staff development! Completed staff development activities should be documented here and submitted by October 31 or 30 days after your start date. This form can be found at our website at – www.hpec611.net **Please use whole numbers, not decimals or fractions of points.** If you attend several meetings that are on the same topic or type, please put them together to make a whole point. For example, if you attend staff meetings each month for 30 minutes, you may put down multiple dates and a whole number. **Send in all evidence with your plan.**

Level 1 Activities Knowledge Level – Points awarded on a one-point per hour with supporting evidence						
	Title of Staff Development	Evidence	Pts.	Date	Para Signature	Teacher Signature
	Orientation /Confidentiality /Workers Compensation Information	Agenda / power point handout	3	8/15/18		
	USD # early release inservice	agenda	1	9/5/18		
	USD # district inservice	Agenda	5	11/12/18		

Level 2 Activities Application Level – Points awarded on the demonstrated application of the information gained at the knowledge level and for which 2 times the knowledge level points are awarded. Supporting evidence is required.						
	Title of Staff Development	Evidence	Pts.	Date	Para Signature	Teacher Signature
	Mandt Training	Student log	10	9/15/18-5/21/19		

Level 3 Activities Impact Level – Points awarded on the demonstrated impact of the knowledge and skills acquired and for which 3 times the knowledge level's points are awarded. Supporting evidence is required.						
	Title of Staff Development	Evidence	Pts.	Date	Para Signature	Teacher Signature
	Mandt Training	Student log, Analysis of pre and post data	15	9/15/18-5/21/19		

Evidence List

Level 1 – Knowledge

Agenda

Minutes of meeting

Sign in sheet

Reading log

Notes from articles read

Notes from videos watched

Proof of attendance of some type

Certificate/Email of attendance

Leave of absence

Membership in school district committees: QPA, SIT, curr. dev. Providing staff development

Written personal reflection

Level 2 – Application 40-60 repeats to become part of practice

Lesson plans – teacher written - para implemented

Project plans – either para or student

Student work samples – pre & post

Observations

Video tape of staff work with student

Journals

Portfolios

Artifacts

IEP: special consideration, At-a-Glance
There should be a clear connection between learning and practice

Level 3 – Impact, most likely a multi year process

Student work samples

Charts of student progress

IEP – goal page

QPA – data/charts/graphs

Student grades

Student projects

Student checklists

CRT's

Rubrics – pre/post

ESEA

SIP

State Assessment results

PROFESSIONAL DEVELOPMENT PLAN

Certified teachers serving as paraeducators may participate in the HPEC Professional Development Plan. This state approved staff development plan allows Kansas teachers to obtain their licensure based on the plan. Please contact HPEC Central Office for additional information regarding participation if this would apply in your case.

EVALUATION

The primary job goal for all paraeducators is to assist in the provision and improvement of educational and related services to children. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with teams of educators to provide support and services for students in various educational settings. It is legitimate for evaluation data to come from various knowledgeable sources. However, the special education supervisor and building principal share the responsibility for the formal evaluation of the paraeducator.

Each paraeducator shall be evaluated according to State requirements. The following evaluation procedure will be used. Prior to the beginning of each school year the paraeducator and the supervising teacher will arrange a time to meet and review the paraeducator handbook and the evaluation form (orientation session). At that time specific responsibilities will be discussed and an evaluation timeline will be established. Paraeducators are encouraged to evaluate their job performance on an ongoing basis. At the time(s) of formal evaluation the principal or HPEC Supervisor, supervising teacher, and the paraeducator will meet to complete the actual formal evaluation together.

First year paraeducators shall be evaluated in **October and March** or more frequently if deemed beneficial by the supervising teacher or principal. First year paraeducators beginning after January 1, shall be evaluated in March and May or more frequently if deemed beneficial by the supervising teacher or principal. All other paraeducators shall be evaluated one time a year before March 30th or more frequently if deemed beneficial.

A system for evaluating personnel is essential in an educational setting, as it assures the quality services are received by all students. Evaluations are used in making decisions concerning continuing employment, assignment, advancement and more importantly, improving services. The evaluation should appraise the individual's strengths and weaknesses, provide for growth and improvement, and encourage beneficial changes in service.

If a plan of assistance is written, termination of employment is an option when satisfactory progress is not made.

SUSPENSION POLICY

Any employee may be suspended without pay for a period of not less than 24 hours for any of the following reasons:

1. Breach of student's right to confidentiality.
2. Unexcused absence.
3. Conviction or admission of dishonesty.
4. Reporting for duty under the influence of alcohol or illegal drugs or use of alcohol or illegal drugs while on the job.
5. Deliberate damage or destruction of property.
6. Disregard for the comfort or safety of a fellow worker which may result in injury.
7. Conviction or admission of improper conduct on or off the job that would adversely affect the paraeducator - student relationship.
8. Striking, fighting, or otherwise attempting to injure another employee.
9. Interfering with other employees in the discharge of their duties.
10. Insubordination including talking with parents about student issues without supervising

teacher involvement.

11. Use of profanity without regard for the rights of others.
12. Other just cause.

The purpose of a suspension is to allow a situation to be reviewed with a supervisor, building principal and the Director, to determine if the suspended employee should be terminated. The person responsible for the suspension of an employee will submit a written report of said suspension recommendation to the Director.

TERMINATION

An employee will be notified in writing through the evaluation process if their work is not satisfactory or up to expectations. They may have a reasonable period of time to correct the situation (plan of assistance with evaluation). The warning will deal with specific deficiencies and state the consequences if improvement is not forthcoming. Termination is an option when there is unsatisfactory progress on a plan of assistance. Causes for termination of an employee may include the following:

1. Breach of student's right to confidentiality.
2. Unexcused and/or extended absence.
3. Failure to improve work performance after notification
4. Habitual tardiness or absence.
5. Conviction or admission of improper conduct on or off the job that would adversely affect the paraeducator - student relationship.
6. Conviction or admission of dishonesty.
7. Reporting for duty under the influence of alcohol.
8. Deliberate damage or destruction of property.
9. Habitual carelessness or recklessness.
10. Disregard for the comfort or safety resulting in the injury of a fellow worker.
11. Striking, fighting, or otherwise attempting to injure another employee.
12. Interfering with other employees in the discharge of their duties.
13. Insubordination including talking with parents about student issues without supervising teacher involvement.
14. Use of profanity without regard for the rights of others.
15. Lack of attendance.
16. Other just cause.

EMPLOYEE'S NOTICE OF INTENT TO TERMINATE EMPLOYMENT

An employee shall give a minimum notice of 10 school days or longer to terminate his/her employment. The Director must be notified of the resignation and reason in writing as soon as possible.

It is the para's responsibility on the last day of work to send in their timesheet and updated inservice plan to ensure payment on the next pay period.

SUBSTITUTES

Substitutes for paraeducators will be provided on a demonstrated need basis as determined by the principal and HPEC supervisor. Substitutes will receive the hourly pay paid by the district for substitute aides/paras. Substitute wages are paid by the local district.

MEDICAL ISSUES

First Aid:

Paraeducators should learn the location of the first aid equipment and supplies and become familiar with the first aid book. Paraeducators may be required to administer minor first aid for your students - treating scratches, scrapes, burns, splinters and the like. Be sure your teacher is aware of anything of a serious nature. Follow your building's policies on handling medical problems.

Seizures:

Paraeducators should learn the procedure to follow if a child has a seizure, since many students with special needs are subject to seizures. Talk with your teacher about this.

In general, a student having a seizure should be kept from harming himself or others, but should be allowed to have the seizure without restricting it. Adults should make sure students are not choking during the seizure but should keep hands and objects out of the student's mouth. When the seizure is over, the student should be kept warm and quiet and allowed to lie down and rest.

The teacher should make contact with the parents and possibly medical personnel. Follow the child's health plan and building policy in handling the situation.

Medication:

Many students are on medication. Each building has procedures/policy for dispensing medication; including who can dispense medications. Any questions should be directed to the school nurse or principal.

Follow the building policy about dispensing medications. There are strict requirements. Have parents talk with the building principal and/or school nurse if their child needs medication during school hours.

RESPONSIBILITIES THAT ARE MANDATORY

Professional's Responsibilities:

1. Review the paraeducator handbook with the paraeducator upon employment (orientation/confidentiality).
2. Review the evaluation form with the paraeducator, and set evaluation timeline.
3. Provide training and other staff development to insure paraeducators can effectively work with students. This may mean you ask others to provide training information for paraeducators.
- **Direct supervision of the paraeducator**
4. Ensure the paraeducator obtains the required staff development hours (20 per year for both full-time and part-time paraeducators).

5. Ensure the following forms are returned to the HPEC Central Office. These forms include:
 - **Paraeducator Staff Development Plans** Para staff development plans need to be submitted to the HPEC office by October 31 or 30 days after your your start date
 - **Evaluation Form** October and March evaluations for new paraeducators, Evaluations one time a year before March 30th for returning paraeducators. (**Revised 7/2000**) March and May evaluations for those hired after January 1st. Evaluations may be done more frequently if deemed beneficial by the supervising teacher or principal.
6. Develop a daily (and annual) work schedule for the paraeducator that ensures the paraeducator will not exceed the maximum hours on the personnel action form.
7. Verify time sheets, then email. Help paraeducator develop the habit of completing their timesheet in a timely manner.
8. Ensure the paraeducator attends mandatory staff development.
9. Evaluate the paraeducator on schedule, being sure paraeducator, principal and you sign the form before submitting to HPEC. Ideally, involve the principal and others with whom the paraeducator works in the evaluation process.
10. Be ready to relinquish some responsibility to the paraeducator.
11. Allow the paraeducator's own uniqueness to be incorporated into the classroom.

Paraeducator's Responsibilities:

1. Implement programs designed by the professional.
2. Attend the required number of staff development hours.
3. Send the following forms to the HPEC Central Office:
 - a. Time sheets - turn in as required. (See Example)
4. Be ready to assume responsibilities as assigned.
5. Maintain a strict code of confidentiality.
6. Attend appointment with American Fidelity representative when scheduled at the local district. Complete Section 125 documents provided by American Fidelity representative.

CODE OF ETHICS FOR PARAEDUCATORS

The paraeducator should discuss the children's behavior and performance only with the supervising teacher and those directly involved with the child's educational program.

The paraeducator should refrain from: (a) discussing school problems and confidential matters, including personalities, with others (b) discussing administrative, inter-departmental, and inter-school problems with those who cannot assist in the solution; (c) talking with parents of a student receiving services without involving supervising teacher.

The paraeducator should be consistent in managing the behavior of the students.

The paraeducator should refrain from expressing differences of opinion or discussing dissatisfaction with the supervising teacher in the presence of the students.

The paraeducator serves as a role model for all students in the district. Schools do not allow student use of cell phones during instructional time. Please do not use cell phones during instructional time with students.

DEFINITION: INSTRUCTIONAL PARAEDUCATOR

An instructional paraeducator is one who is assigned to assist and support the teacher, but who does not assume the primary responsibility for the classroom. This definition also applies to those paraeducators who may hold degrees and certificates. The special education paraeducator is a team member who works alongside and complementary to the instructional staff. He/she not only frees the teacher from the more routine tasks of the classroom, but also serves as an effective part of the educational team. With differentiated responsibilities, he/she carries out the programs developed by the instructional staff. The paraeducator does not function independently of professional staff.

The instructional paraeducator assists the teacher with educational activities and non-teaching tasks. The teacher is accountable for instruction. The teacher may delegate to the paraeducator responsibilities, which are considered appropriate, and within the scope of the paraeducator's responsibility.

UTILIZATION OF PARAEDUCATORS

In order to utilize effectively a paraeducator, it is necessary that the teacher first have a clear vision of their own role. The teacher needs to understand the instructional tasks and decide which ones should be delegated to the paraeducator. The amount and quality of professional supervision given is crucial in deciding which duties paraeducators can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning and design of programs and procedures to meet those needs are professional functions. The role of the paraeducator is to provide support to the education personnel in providing educational services and to assist with non instructional tasks.

Duties and Responsibilities - General

Instructional responsibilities shall center around follow-up or reinforcement activities. Initial instruction involving the presentation of new lessons or concepts should be the responsibility of a teacher. The teacher can plan cooperatively with the paraeducator and assign implementation duties to this individual. The teacher may wish to work with individual students or small groups on particular learning problems while the paraeducator helps other class members, listens to reading, or similar activities. In turn, paraeducators may support individual children or work with groups, using materials and techniques chosen or designed by the teacher. The paraeducator should not be employed to make the teacher's job any less responsible, but to improve the quality of the education program for exceptional students. Do not expect breaks from the classroom. Breaks are not a mandatory part of the job.

ACCEPTABLE DUTIES AND RESPONSIBILITIES FOR INSTRUCTIONAL PARAEDUCATORS

The instructional paraeducator may:

1. Read aloud or listen to children read using appropriate strategies.
2. Assist students in performing activities that have been initiated by the teacher.
3. Help prepare materials for predetermined adaptations for students.
4. Assist with supplementary work for advanced students.
5. Provide special help such as preteaching, reteaching, or extended work time.
6. Assist in preparing instructional materials.
7. Reinforce learning with small groups.
8. Supervise free play activities.

9. Prepare materials.
10. Comply with and support behavior intervention plans written by IEP teams.
11. Hear requests for help, observe learning difficulties from students, and report such matters to teachers.
12. Assist with scheduling and preparing for staffings as requested by the supervising teacher.
13. Score objective tests and papers and keep appropriate records for teachers, including frequent monitoring for IEPs.
14. Assist in educational demonstrations for the class or small groups.
15. Support student activities, which may occur outside the school to develop independent living recreational/leisure and employment skills.
16. Assist in organizing activities including learning centers and field trips and support students with “on - the- spot” adaptations until IEP team has enough information to determine needed instructional adaptations & modifications.
17. Work with individual students, or small groups, to carry-out plans as directed by general education teachers and related service personnel (speech therapist, motor specialist, physical therapist, occupational therapist, etc.)
18. Help with school activities, but first responsibility is to students’ IEP time.

UNACCEPTABLE DUTIES AND RESPONSIBILITIES FOR INSTRUCTIONAL PARAEDUCATORS

The special education paraeducator shall not:

1. Be solely responsible for classroom or a professional support service.
2. Select diagnostic and psychological instruments or interpret the results from these tests.
3. Program and prescribe educational activities and materials for the students without the supervision and guidance of the teacher.
4. Be solely responsible for preparing lesson plans and initiating original concept instructions.
5. Be assigned to work with one or more of the most difficult students in the classroom for the majority of the school day merely for the convenience of the teacher. Assignments should be made on the basis of student needs.
6. Be employed in lieu of needed certified education personnel. The paraeducator may work with an exceptional student when the special teacher is not in the building only if the special teacher works directly with both the student and the paraeducator at least twice a week. In the area of speech services, refer to KDHE regulations for appropriate guidelines.
7. Be utilized as a substitute teacher unless he/she is approved as a substitute teacher, according to local district policy.
8. Grade subjective or essay tests.
9. Be responsible for assigning grades to a student.
10. Assume full responsibility for supervising assemblies or field trips.
11. Regulate student behavior by corporal punishment or similar disciplinary means.
12. Treat injuries or other medical needs of children without permission from appropriate personnel.

SUPERVISION

Supervision of the special education paraeducator will be the joint responsibility of the supervising teacher, principal, and director. The supervising teacher will be responsible for structuring the paraeducator’s schedule and working with the paraeducator on an ongoing basis to ensure

responsibilities assigned are carried out in an efficient manner. It should be noted that the supervising teacher may assign duties to the paraeducator as she/he perceives needs and the particular paraeducator's capabilities. In no case shall a paraeducator be assigned responsibilities specifically prohibited by regulation. It is important that supervision provided by the teacher be well arranged and consistent. Proper supervision requires effective planning and communication, which must be initiated and fostered by the supervising teacher.

SUGGESTED QUESTIONS FOR YOU TO ASK

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What special services are available to students and the schools in which you work?
4. What schedule are you responsible for following?
5. What emergency provisions apply to your situations?
6. When do students come? When do they leave?
7. Where and when will the students play?
8. What are the most significant playground regulations?
9. For what lunchtime activities will you be responsible?
10. Where are the supplies kept and how are they obtained?
11. Where is equipment located and how is it obtained?
12. What is the line of communication and authority you are to follow?
13. If you are responsible for working with more than one teacher, how is your time divided?
14. What student records are available to you?
15. To whom should you direct questions concerning school policy?
16. With whom should you discuss a problem concerning relationships?
17. What should be your response when a parent asks a question about their child's functioning or asks questions about another child?
18. What is expected of you in terms of student discipline?
19. What course should you follow if you feel that you do not have enough to do?
20. How does your teacher view the teacher/para relationship?

SUGGESTIONS FOR BECOMING A MORE SUCCESSFUL PARAEDUCATOR

1. Learn the names of students immediately.
2. Learn as much about each student as quickly as possible.
3. Lend personal assistance to students wherever possible but encourage maximum independence.
4. Consult often with the teacher as to how you can help.
5. Give encouragement to students wherever and whenever you can.
6. Praise student's efforts and successes.
7. Be patient in dealing with students.
8. Become familiar with the school building, grounds, and personnel.
9. Learn the routine of the school day.
10. Get acquainted immediately with emergency procedures.
11. Learn the location and use of the equipment.
12. Get acquainted with school policy as it applies to you and your work.

13. Inform the teachers with whom you work of any special talents, interests, or special experiences you have had.
14. Watch carefully how the teacher deals with and directs students.
15. Exchange telephone numbers with your teacher.
16. Get acquainted with other staff members.
17. Be mature in your conduct and demonstrate that you are a responsible person.
18. Ask for clarification when you do not understand an assignment or suggestions.
19. Be on time and leave at an appropriate time.
20. Be sure to talk about student issues only with people who work with the student and “have a need to know.” RESPECT CONFIDENTIALITY

TIPS FOR PARAEDUCATORS FOR BEHAVIOR MANAGEMENT

DO!

1. Use a positive approach. “Johnny, you may put the puzzle pieces on the table” instead of, “Don’t dump the puzzle pieces on the floor.”
2. Give the child approval and recognition for anything he does well.
3. Find something about each child which you can approve and for which you can compliment. Give eye contact for appropriate behavior.
4. Let him know you have confidence in him and in his desire to behave well.
5. Help a child to measure time in terms of his own comprehension. If you feel he has been monopolizing a tricycle too long, suggest, “Two more times around the walk and then it will be Sally’s turn.”
6. Give him ample opportunity to feel useful and wanted. Tasks successfully completed give him a great feeling of accomplishment.
7. Set reasonable limits and be consistent in maintaining them!
8. Help children to understand reasons for rules and limits so they will regard them not as arbitrarily-imposed laws but as procedures that have been decided upon for the good of all concerned.
9. Use the democratic approach. Help children to evaluate their own behavior and, when possible, to have a share in establishing rules and limits.
10. Look for the cause of misbehavior and treat the cause, insofar as you can, rather than the symptom.
11. Make a game out of “chores” children are unwilling to perform. “Big”, “strong”, “surprise”, “magic”, and “secret” are strong attention-getters and motivators for young children.
12. Be consistent!

DON’T

1. Give a child a choice if you don’t want him to have one. Instead of, “Mary, would you like to put the blocks away?” say, “It’s time to put the blocks away. I’ll help you... We’ll do it together.”
2. Give attention only for misbehavior. Even negative attention or punishment is preferable to a child rather than being ignored. Reward the kind of behavior you want repeated.

3. Expect behavior that is beyond the child's ability to achieve.
4. Be too hasty in solving children's problems. Give them an opportunity to work them out themselves before you step in.
5. Be too busy to listen to a child and find out what is important to him.
6. Forget that distraction and substitution often works better than the head-on approach in dealing with negative behavior.

NEED AND RATIONALE FOR HIRING PARAEDUCATORS

The goal of a teacher is to motivate and guide each student to his fullest potential. Because of the pressures of time and number of students involved, assistance is needed to perform instructional and non-instructional tasks. By working with the teacher, a paraeducator may help provide many opportunities for students that would otherwise not be possible. The addition of a paraeducator permits the teacher to devote his/her full attention to the accomplishment of major educational objectives.

The special education paraeducator has become an essential person in the provision of services for students with special needs. Paraeducators can help motivate students, build their self-confidence, provide more individual attention, and increase the effectiveness of services and resources available to students. More students are being admitted to public school programs who before were in institutional settings or were receiving no educational services at all. The paraeducators can help overcome obstacles and work toward the quality education that is necessary for all students."

In addition, maintaining accurate, complete and current records for each individual student is a major responsibility for the school staff. Appropriate placement, adequate instructional services, and effective school-home-community relations depend greatly upon the work accomplished by the staff. A paraeducator can help to provide much needed support in these areas as well.

The need for a paraeducator in a particular program must be adequately justified by the special education teacher and building principal before the request will be granted. Also the superintendent should sign the request. The number of students receiving services and the severity of the students' needs are major factors in assigning paraeducators.

Follow the steps outlined below prior to requesting an additional paraeducator.

1. All HPEC teachers with para educators in the building will complete the master building para schedule with IEP minutes only.
2. Master Schedule is submitted to the building principal and HPEC supervisor.
3. Collaboration meeting is scheduled with HPEC Teachers, Building Principal, and HPEC supervisor.

FREQUENTLY ASKED QUESTIONS

Hiring

◆ **Who does what to hire a paraeducator?**

The answer to this question varies by building and district. Ask questions to find out how your building principal/superintendent wants to handle the process in the district.

Ideally the hiring process is a joint venture between administration and the HPEC teacher. In some districts the complete process is handled through the superintendent's office. In others, the process is handled through the principal's office. In others, the special education teacher is primarily responsible with the principal involved before the final decision is made.

Advertising is usually handled by the principal or superintendent's office. HPEC follows local district policy and practices on advertising open positions. If a teacher needs the HPEC Central Office to place the ad, we are happy to help. Call Meri.

Reference checks need to be done at the local level. This means a local district administrator or the teacher should check references before offering the position. If the paraeducator has stated on the application that they have previously been employed by HPEC, please call Meri at the central office to see if they are eligible for re-employment.

Once the decision is made at the local level about who to hire, the HPEC Central Office is notified. Meri and Chrissie will help assure all paperwork is completed. Call anytime you have questions! The employment paperwork is available on the HPEC website, www.highplainsed.com.

◆ **What should we ask and NOT ask during the interview?**

You want to ask questions that help you determine who will be the best person for the position you have. At the same time, you want to ask questions that will help the applicant understand some of the job expectations. Sample questions are attached. By law, you cannot ask questions about age, marital status, family circumstances, (how many children, pregnant, live with spouse, etc.)—stick with questions pertinent to the job.

◆ **How much will a paraeducator be paid?**

The paraeducator salary schedule is the basis for paraeducator's wages. We give year-for-year credit for other aide/paraeducator experience. We count hours on college transcripts and credit is given for all classes considered pertinent to the paraeducator position. Anyone with an education degree will be placed on the last column of the salary schedule. Routinely, we do not give credit for physical education classes and most religious classes. We give credit for documented staff development activities for other jobs. It usually is a good idea to share the salary schedule with the applicant and let them know we will review their transcripts. Some teachers/principals fax transcripts so they can tell the applicant what the exact pay will be before the person agrees to take a job.

Staff Development and Training

◆ **How do I find time to train paraeducators during the year?**

To help the paraeducator understand job responsibilities and how to work with students, many teachers have the paraeducator observe for a while. So the new paraeducator and teacher can have some time to talk, you may have to double up services for some students. Finding the time to train a paraeducator is the only way to assure students get the long-term quality services they need.

◆ **Whose responsibility is it to assure paraeducators get the required number of staff development hours?**

The paraeducator and the teacher are both responsible. Infinitec/Engage webinars are available through the Infinitec website.

◆ **What options are there for paraeducators to get their staff development hours?**

There's a list of staff development options in the Paraeducator Handbook. Paraeducators should have a two-hour orientation session dealing with job responsibilities, confidentiality, professionalism, building and classroom expectations, review of the Paraeducator Handbook, etc. This will be provided at HPEC all staff inservice in August and via Infinitec/Engage online for paras not at HPEC inservice. Staff development provided by you or other HPEC staff about a topic always is an option for staff

development. Staff development provided by districts, HPEC, and others in the area is usually available to paraeducators. Videos and discussion about them are also option.

◆ **What resources are available?**

Many local districts have videos available for staff development. The HPEC media center has quite an extensive collection. To get maximum benefit from videos, teachers will want to provide discussion and help paraeducators make connections between services to students and the information in the video. Call Ellen to get information about available videos. High Plains Educational Cooperative provides access to online classroom modules through Kansas Infintec located at www.myinfintec.org. This is the preferred method of para staff development for all paras. (Revised 6/1/16) There should be paraeducator manuals with each interrelated teacher inventory. All of these manuals have identified activities to support their study and document staff development hours. A few years ago, ECSE teachers developed a training manual for EC paraeducators. SLPs have common information for paraeducator training.

◆ **Who can help provide staff development?**

Any professional or paraeducator who has the knowledge can provide the training. For example, it is not uncommon for the speech pathologist to provide general training about language stimulation; the physical therapist or motor specialist about lifting and transfers; the occupational therapist about hand muscle development; the interrelated teacher about guided reading, Duolog Reading, behavior management; the school psychologist about behavior management, social-emotional development, etc.

◆ **How do you determine how many hours a paraeducator needs?**

A paraeducator who works August through May needs 20 hours of level 1 staff development every year, regardless if she works full time or part time or 10, level 1 inservice hours if he/she has served as a Kansas paraeducator for more than 3 consecutive years. For any month in which the paraeducator works, 2 hours of staff development must be earned and documented.

◆ **We wrote a Staff Development Plan at the beginning of the year but we've made changes. Do we have to send those changes to the HPEC Central Office?**

Yes. Please send your Staff Development Plan within 30 days of employment (or at the beginning of employment for after August hires) and quarterly for non HPEC/Infintec/Engage trainings. If a paraeducator notifies you she is quitting, immediately determine if staff development hours are complete. Please be sure to send their Staff Development Plan at that time.

◆ **How do we report staff development hours to the HPEC Central Office?**

Please plan to send in documented staff development activities quarterly. We need ALL information no later than May 15. Teachers and paraeducators will receive staff development reports from the HPEC Central Office 4 times during the year—every nine (9) weeks. You may call and check staff development hours with Meri.

Summer staff development activities completed after July 1st should be included in your 1st Staff Development Plan of the school year. We are unable to provide inservice credit for any activities done during the month of June. College hours documented through an official transcript prior to September 1st may be used for salary movement.

Services

◆ **I want my paraeducator to help with paperwork and data collection. Can she?**

Yes. The majority of a paraeducator's job must be instructional, which includes data collection. The paraeducator can help file, copy paperwork, help prepare for a staffing by collecting and completing

routine information on the forms, help with the calls to set up staffings, etc. The professional is responsible for determining how best to utilize the support of a paraeducator.

◆ **Is it okay for the professional to spend all of their time working on paperwork and having the paraeducator provide all of the student services?**

No. Although there will be times the professional must work on paperwork while the paraeducator provides services, we believe the professional should be working directly with students at least 65% of the time.

◆ **Is it okay for one student to receive all of his services from paraeducators?**

No. The professional should rotate the services she provides so she is providing services to all students regularly. If a student receives all of his services in the regular classroom, the professional may be less involved with that student as long as the student is making adequate progress. The special education teacher should be in regular communication with the classroom teacher.

Management

◆ **One paraeducator misses a lot of school. What should I do?**

Discuss the concern with the paraeducator. If improvement is not noted, an evaluation should be completed and concerns documented. A plan of assistance may be needed to help the paraeducator understand the importance of being at work.

◆ **Is it the teacher's responsibility to assure timesheets are correct?**

Yes. Any discrepancies should be discussed with the paraeducator. If agreement can not be reached, the supervising teacher should not sign the timesheet. The teacher should assure all leave days are accurately recorded and leave forms submitted.

◆ **A paraeducator has told me she is quitting. What should I do?**

First, ask for a letter of resignation stating the reason for resigning and last day of work. Send the letter and any outstanding staff development documentation to the HPEC Central Office.

To replace the paraeducator, follow the procedures in your building (see the question under hiring).

SAMPLE INTERVIEW QUESTIONS

1. What experiences have you had working with children/students this age?
2. If a child is misbehaving, what do you do?
3. We work with some children who work very hard to learn tasks that are easy for others to learn. How will you help this child stay motivated?
4. Confidentiality is VERY important in this position. What would you do if someone asked you about one of the students with which you work?
5. Sometimes I will ask you to do an activity one way and you think it would work better another way. What will you do?
6. This is a paraeducator job description. Is there anything on here you can not do?
7. As you can see from the job description, diapering and lifting may be involved. Are you willing and able to do these things?

8. It is important that most all parent communications be between the teacher and the parent. What would you do if a parent asked you a question about their child or another child in the program?
9. Tell me about a disagreement you have had with another supervisor and how did you handle it?
10. You will be working with several professionals in helping provide services to some children/students. Each will want you to carryout plans as they ask. Tell me about a similar experience you have had.
11. When I call references, what will they tell me about you? Your work habits? Your reliability?
12. If you were in the situation where you knew a co-worker wasn't doing the job as the supervisor expects, what would you do?
13. We work with students who have various levels of ability. Which students are you the most comfortable working with? Which would you not want to work with? (The answer should be I'll work with them all— some may qualify by mentioning comfort level or need for training—but be wary of the person who identifies a population they don't think they could work with)
14. I have other paraeducators. How will you handle conflicts with one of them?
15. When you were in school there was probably a student that couldn't do the work as well as other students. How do you think the teachers should have graded him?