



Chamberlain School District

Paraprofessional Handbook

August 2018

Welcome

Welcome to our school district and to your new school, classroom, and/or team. We hope that your employment here will be filled with positive growth and learning for you, as well as for the students and teachers you will assist every day.

You have been hired to assist students with special education needs in meeting their educational goals. As you begin to settle into your role, we are providing you with this handbook as one way to share some general information intended to support you in your day-to-day work with students and staff. Throughout the handbook, the terms supervising teacher, case manager and special education teacher will be used interchangeably.

As a paraprofessional, you are responsible for reading and understanding the contents of this handbook, the CES and CMS/CHS handbooks, and for following school policies and procedures. Please ask for clarification if you are uncertain of any items. This handbook is certainly not all inclusive, but is meant to act as a general guide as you assist students and teachers.

We are confident that our school community will benefit in many ways from your contributions to the students and staff. We will provide you with ongoing direction and support to help you be the best that you can be and also further develop your many talents and skills. Again, welcome to our school community! Your dedication to our students is appreciated.

Paraprofessional Ethics

In order to protect the rights of students and parents, the paraprofessional must be aware of and practice appropriate ethical behavior. As members of the Chamberlain School District (CSD) team, paraprofessionals have special relationships with teachers and other colleagues, with children and their parents, and with other members of the community. The effectiveness of these relationships depends not only on the quality of the work performance, but also on professional and ethical behavior demonstrated on the job. The professional behaviors and attitudes expected at the CSD do not end at the close of the school day. Please remember paraprofessionals, like all school personnel, are representatives of CSD.

As a CSD paraprofessional you are expected to:

- Maintain confidentiality about all personal information and educational records concerning children and their families.
- Interact in a respectful manner with children, their families, and colleagues.
- Follow district or agency policies for protecting the health, safety and well-being of children.
- Follow directions and guidance of teachers and other supervisors.
- Maintain a record of regular attendance, arrive and depart at specified contract times and notify appropriate personnel when you must be absent.
- Demonstrate honesty, loyalty, dependability, integrity, and a willingness to learn.
- Demonstrate respect for cultural diversity and individuality of all students.
- Follow the chain of communication for various administrative procedures.
- Follow the CSD work agreement and staff handbook expectations.
- Recognize that the case manager has the ultimate responsibility for student's instruction and management.

- Do not communicate progress or concerns about students to parents unless directed to do so by the case manager.
- Refer concerns expressed by parents, students or others to the case manager.
- Discuss a child's progress, limitations, and/or educational program **only** with the case manager in the appropriate setting.
- Discuss school problems and confidential matters **only** with appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.
- Recognize your cooperating teacher(s) as a supervisor and team leader.
- Establish communication and a positive relationship with your cooperating teacher(s).
- Accept responsibility for improving skills.

What is an IEP?

All students receiving special education services have an Individualized Education Plan (IEP). The IEP contains a list of the student's strengths, needs, and goals for one calendar year (which may overlap from one academic year to the next). The annual goals may or may not include short-term objectives. The IEP is developed each year by the student's team which must include the student's parents or guardians, special education teacher, at least one general education teacher, special education director or building principal, related service providers (physical therapist, speech-language pathologist, counselor, etc.), and may include the student especially upon reaching the age of 16. Paraprofessionals may also be asked to assist in the development of IEPs. When you are providing support to a student with a disability who has an IEP, it is important that you have a working knowledge of what the individual student(s) learning priorities are and how you will support the student in moving closer to achieving those learning priorities. Therefore, it will be helpful for you to take some time to review the IEP with the assistance of the case manager. *(Note: Information on an IEP is **confidential** and can be communicated only with members of the student's IEP team. Do not share this information with other individuals.)*

Basic Daily Duties

Daily Schedule Binder and Sub Folder

Each paraprofessional is asked to prepare a sub folder that contains a daily schedule including specific instructions that will aid a substitute in the event the paraprofessional is absent from school. Please complete your sub folder and leave it with your building administrative assistant. Please update the information as needed so that it is always accurate and includes all information pertaining to students that is paramount to their success.

Clocking In/Out

All paraprofessionals are required to use the electronic time clock system which is accessible on several computers in each building. This is a state and federal requirement which the district must honor. **Arrival time is 8:00 AM; departure time is 3:30 PM.** Each paraprofessional must arrive on time. If a paraprofessional is aware ahead of time they may be late, a courtesy call to the supervising teacher is appreciated, stating the approximate time of arrival, especially if a student will require supervision. If a paraprofessional must leave their workday early, they must first clear it with their supervising teacher and then the building principal.

Bus Duty

AM - If your assignment includes assisting a student who arrives by bus, please watch for the student and make sure that he/she is able to find his/her way into the building, to breakfast, to the playground, etc. This may include standing outside and watching for the bus.

PM - Assist your student in preparing to get ready and walk your student to the bus. Individual needs will vary, but it may be necessary to wait by the school doors until busses leave to make sure there are no problems.

Staff Meetings

Paraprofessionals are generally not required to attend faculty meetings unless the meeting is specifically designed for paraprofessionals or all staff. **Paraprofessionals are required to attend professional development sessions.**

Dress Code

Staff is encouraged to dress neatly, in clothes that promote a professional appearance. If there is question as to whether a certain item of clothing is appropriate, the paraprofessional is asked to inquire with their cooperating teacher.

Assisting Students with General Routines

Please allow children the opportunity to be as independent as possible in removing/putting on clothing, participating in classroom activities, playing with peers, navigating the lunchroom, toileting, etc. If a student cannot do the task independently, use the least amount of assistance for them to be successful. This can be done by providing clear verbal or visual cues, starting a task for them to complete, or providing a model for them to follow. Provide visual and auditory cues in a manner that is not disruptive to the classroom to the greatest extent possible. Give answers only as a last resort; enlist verbal, visual, and physical prompts as needed before giving an answer or completing the task for the student.

Remember: First and foremost, your duty is to assist the student specifically assigned to you. You can assist other students as long as your student is able to participate without your immediate assistance/supervision.

Other Duties As Needed:

1. Documentation of behavior and academic growth per case manager request following IEP goals;
2. Preparation of materials for student if different from classmates following guidelines given by classroom or case manager;
3. Use your time wisely and in a productive manner when your student is working with another staff member (ex. student has a therapy; this is not free break time);
4. If your student is absent, check with all special education teachers for additional work or to cover for an absent colleague.
5. Follow instructions as specified by cooperating teacher(s);
6. Support lessons to meet child's instructional goals & objectives as specified by the teacher;
7. Reinforce skills the teacher has introduced;
8. Be engaged with or monitor the student(s) at all times;
9. Assist student(s) during the lesson to obtain information taught by a classroom teacher;
10. Implement behavioral strategies using the same emphasis and techniques as the teacher;
11. Reports to the case manager or classroom teacher all activities and behaviors observed that are significant to student development and progress;

12. Attend IEP meetings if requested by the IEP team;
13. Supervise children in the hallway, lunchroom, and playground; perform related duties as assigned by supervising case manager, building administrator or special education director;
14. Support the integration of students with special needs into the regular classroom to the greatest extent possible;
15. Reinforce learning in small groups or with individuals while the teacher works with other students;
16. Assist the teacher in observing, recording, and charting behavior;
17. Assist the teacher with crisis problems and behavior management; and,
18. Assist in preparation of instructional materials (minimal photo copying).

Unacceptable Duties and Responsibilities

1. Being solely responsible for preparing lesson plans and initiating instruction.
2. Being responsible for assigning grades to students.
3. Planning and designing educational activities or materials (this includes modifications) for the students, without the direct supervision and guidance of the case manager.
4. Acting as the only point of contact between the school and parents.
5. Giving medication, unless licensed or certificated to do so.
6. Using cell phones during instruction or supervision. The *only* exception would be in the case where a paraprofessional is assigned to a high risk student who may require assistance from other staff at a moment's notice.
7. Grading subjective or essay tests.
8. Regulating student behavior by corporal punishment or similar means.

Tips and Tricks

1. Highlight the positive. Emphasize and verbalize the good things children do.
2. Redirect children to acceptable activities as needed.
3. Provide a comfortable atmosphere where children can discover, experiment and explore.
4. Help children see different possibilities (how else could you solve this problem).
5. Use encouraging words and support students in positive ways.
6. Keep promises (*Because I said I would*).
7. Set up situations in which children can succeed.
8. Supervise students in order to ensure they are safe and their needs are met.
9. Report any concerns about the welfare and/or safety of students to the teacher or other supervisor.
10. Consult often with the teacher as to how you can help.
11. Be patient in dealing with students and co-workers.
12. Offer suggestions, but don't take it personally if suggestions aren't taken.
13. Watch carefully how the teacher deals with and directs students and provide consistency for students.
14. Exchange telephone numbers with your teacher and other staff in case of emergency during the school day.
15. Be mature in your conduct and demonstrate that you are a responsible person.
16. Be on time and well-rested. Students cannot simply be left unattended because you are running late or preoccupied with personal matters.
17. Dress comfortably and appropriately for your duties.

18. Do not leave the building during working hours without the approval of your cooperating teacher and the principal.
19. Communicate with each student in a way that is developmentally appropriate and respectful.
20. Give ample opportunity for students to feel involved and appreciated.
21. Look for the cause of misbehavior and address the cause, rather than the symptom.
22. Keep home work at home, and school work at school. Focus on the students.
23. Support each other!

Please see the School Board Policy Book found under the Administration tab at www.chamberlain.k12.sd.us, Board Policy GDAAA: Paraprofessional-Instructional Aide-Class 1 and Board Policy GDABA: Paraprofessional-Instructional Aide-Class 2 for further clarification.

Teaming

Working together as a team is critical for meeting the needs of students. The goal of the teacher-paraprofessional team is to provide an instructional program to meet the goals for each student in such a manner that students' success is maximized. The teacher is responsible for assessing, designing, developing, and evaluating the instructional program. The paraprofessional provides resources and skills to assist and support the instructional program. Thus, the strength of educational programming lies not in the individual, but in the team.

Effective communication is critical. When teachers and paraprofessionals keep their discussions focused on their students' instructional program and their students' interests, their communication is more likely to support the educational environment they are both engaged in creating.

Working together as a team requires that each member of the team understand and appreciate the strengths each individual brings to the working relationship. If a problem arises, discuss the situation with your cooperating classroom and/or special education teacher(s) first. If a resolution cannot be reached, request to meet with the special education director. If the issue remains unresolved, request a meeting with the building principal.

The Teacher – Para Relationship

The teacher also has a number of roles to fulfill in the proper utilization of the paraprofessionals in the classroom:

- Set an example of professionalism in execution of teacher responsibilities;
- Establish the criteria for acceptable job performance of the paraprofessional at the beginning of the school year;
- Provide consistent feedback to assist the paraprofessional in refining skills;
- Communicate the needs of each student to the paraprofessional;
- Establish and communicate the paraprofessional's role in behavior management;
- Assign the paraprofessional responsibilities which facilitate the teacher's ability to provide more direct student instruction; and,
- Assist the paraprofessional in defining his/her position as an authority figure.

Confidentiality

Any and all information relating to students is confidential, and not to be discussed outside the school environment. Other teachers, school staff, well-meaning friends, neighbors or acquaintances should not have access to information about a student's performance level, behavior, program goals, objectives, health, or progress. Discussing a student's needs, behavior, or programming is OFF LIMITS unless you work directly with that student! Please refrain from discussing specifics of your job on social networking sites.

The following examples of information are not to be shared outside of the student's IEP team:

- Results of formal and informal assessments;
- Social and behavioral actions;
- Performance levels and progress;
- Program goals and objectives; and,
- Financial and other personal or family information.

You should share concerns regarding the well-being and safety of a student with administration, the child's teacher or staff member who is designated to play a role in the protection and welfare of the student--and no one else.

Confidentiality is one of the most critical and important aspects of your job as a paraprofessional. It's your legal responsibility to observe both the rights of individuals with disabilities and of parents in regard to data privacy.

Follow these guidelines where issues of confidentiality are concerned.

1. Never refer to other students by name in another staffing or conference or with other parents.
2. Don't share specific information about an individual's program or unique needs in the work room, hallway, etc. or out in the community.
3. Suggest that questions about a student are best directed to the special education teacher.
4. Take questions you have about the district's policies on confidentiality to an administrator.
5. If you question policies and procedures used with an individual, discuss this privately with the student's case manager. There is often confidential information that directs specific programming of which you may not be aware.
6. Speak and write responsibly when passing on information to other team members. Be aware of who might hear you or read what you have written.
7. No matter who asks you a question about a student, if you are unsure whether you should answer, DON'T. You can do this gently and politely. Remember only staff that has a need to know should be given information about a student.
8. For consistency of program as well as confidentiality, paraprofessionals must support teacher techniques, materials and methods, especially in the presence of students, parents and other staff.
9. Ask yourself: How would you feel if confidential information about you or your child was freely discussed?

All staff must honor the confidentiality rights of students as defined in the Family Educational Rights and Privacy Act (FERPA).

Use of Personal Electronic Devices during the School Day

Use of personal cell phones and other electronic devices is strongly discouraged during the school day when student instruction and supervision requires your full attention. All personal electronic devices shall be placed in silent mode, not used, and kept out of sight during instructional and/or supervision time of students. Paraprofessionals are permitted to use personal devices during lunch breaks. Except in an emergency situation, employees may not use cell phones or other communication devices while operating a District vehicle while transporting students. Employees are expected to use technology in an appropriate, professional manner. Employees should not make any inappropriate contact with students, parents or colleagues using any form of communication (written, verbal, or electronic). Employees who repeatedly misuse their personal cell phone or other electronic devices during instructional and/or supervision time of students shall be subject to disciplinary action which may include verbal warning and/or a written reprimand. For extenuating personal emergency situations, your immediate supervisor may make a temporary exception if other accommodations cannot be arranged.

At no time is it acceptable for an employee's use of a personal device to interfere with their employment responsibilities and instructional time of students.

At no time is it considered appropriate to:

- Play games on the cell phone during working hours.
- Use cell phones for any reason while driving a district vehicle and transporting students.
- Use a cell phone's camera or microphone to record confidential information.
- Speak on a cell phone within earshot of classroom instruction resulting in distraction of the learning environment.

Strategies for Interacting with Students

The following is a list of strategies that may be helpful in your interactions with students. Some students who have an IEP will have specific objectives related to their behavior and engagement in learning tasks and with peers. Such students are likely to have a behavior intervention plan that will augment or extend some of these general guidelines.

Relationship Building:

- Develop a positive rapport with student.
- Maintain a professional, but supportive role with student as opposed to a "friend" relationship.
- Provide positive, specific and frequent feedback.
- Maintain your voice at a non-threatening moderate level.
- Use respectful language with all students. Develop a positive rapport with student.

Behavior Support:

- Provide clear expectations of behavior and check for understanding of those expectations.
- Provide fair and consistent consequences for inappropriate behavior.
- Cue student to return to a task without drawing negative attention to him/her.
- Catch the student displaying appropriate behavior or for finishing a task well and praise him/her.

- Consistently follow individual behavior intervention plans that were developed by the student's team of professionals.
- Continually evaluate the stress and frustration level of student. Communicate your observations and perspectives with the general and/or special educator.

Encourage Independence:

- Avoid becoming overprotective. Students may initially require intensive support, but you should fade to a coaching and indirect support role as soon as possible.
- Encourage independence and interdependence with classmates. Students will interact more naturally when you are not sitting or standing next to them.
- Recognize the importance of peer modeling of appropriate behavior and point out examples of effective behavior and its consequences. Natural supports enhance student's independence and social acceptance.
- Assist students by providing resources rather than giving them the answers. Allow students to make as many decisions for themselves as possible. Give opportunities for making choices.

Home-School Correspondence

Home-school correspondence provides needed information to parents and teachers. This is a way for parents to know what activities their child participated in at school, and for teachers to know what kinds of activities occur at home. Notes can be used to record milestones, medical information and provide communication with therapists. Paraprofessionals can assist in recording a student's daily activities in the notebook. **Entries should be factual and based on a student's strengths.** Care should be given to assure that the information is written is not only positive or only negative, but rather a sensitive accounting of the key, factual information necessary to share. All information shared should be free from bias (personal opinion). Remember, both parents and school staff can easily misinterpret the written word. When miscommunication occurs, it is often difficult to regain the trust relationship that is so important when working with families.

Paraprofessionals should always check with their supervising teacher if a situation occurs that may concern parents. In some situations, a phone call by the supervising teacher will be more appropriate than a note home.

***Teachers are responsible for all communication with parents. No notes/communication is to be shared with parents without the knowledge of a certified teacher. Text messages between paras and parents is strongly discouraged.**

Child Abuse and Neglect

Children who are experiencing abuse or neglect need help from the people in their community. Providing a safe community for children takes determination and commitment on the part of everyone. As a paraprofessional who works with children and families, you are in a key position to help protect children from harm. In South Dakota, as a mandated reporter, you have a legal obligation to make a report if you know or have reason to believe a child is being neglected or abused. Anyone who reports child abuse or neglect in good faith is immune from any civil or criminal liability. The reporter's name is confidential, accessible only upon consent of the reporter or by court order. Anyone who is required to report and fails to do so is guilty of a misdemeanor. If you are uncertain whether or not a situation should be reported, you may call your local social service agency. The child protection

staff there will help you decide if a report should be made based on the information you have. While no one indicator is proof that a child is being neglected or abused, these are some signs to be aware of.

Abused or neglected children may:

1. seem unduly afraid of their parents;
2. often have welts, bruises, untreated sores, or other injuries;
3. show evidence of poor overall care;
4. be given inappropriate food, drink, or medication; or
5. exhibit behavioral extremes. (Ex. crying often or crying very little and showing no real expectation of being comforted; being excessively fearful, or seeming fearless of adult authority; being unusually aggressive and destructive, or extremely passive and withdrawn).
6. be wary of physical contact, especially when an adult initiates it, or become apprehensive when an adult approaches another child, particularly one who is crying. Others are inappropriately hungry for affection, yet may have difficulty relating to children and adults. Based on their past experiences, these children cannot risk getting too close to others.
7. exhibit a sudden change in behavior. For example: displaying regressive behavior-pants wetting, thumb sucking, frequent whining, becoming disruptive or becoming uncommonly shy and passive.
8. take over the role of parent, being protective or otherwise attempting to take care of the parent's or younger sibling's needs.
9. having learning problems that cannot be diagnosed. If a child's IQ and medical tests indicate no abnormalities, but the child still cannot meet normal expectations, the answer may well be problems in the home; one of which might be abuse or neglect. Particular attention should be given to the child whose attention wanders and who easily becomes self-absorbed.
10. be habitually truant or late to school. Frequent or prolonged absences sometimes result when a parent keeps an injured child at home until the evidence of abuse disappears, or when an older child is kept home to care for younger siblings. In other cases, truancy may indicate a lack of parental concern or ability to regulate the child's schedule.
11. arrive at school too early and remain after classes rather than going home.
12. be tired frequently and sleep often in class.
13. be inappropriately dressed for the weather. Children who never have coats or shoes in cold weather are receiving less than minimal care. On the other hand, those who regularly wear long sleeves or high necklines on hot days may be dressed to hide bruises, burns or other marks of abuse.

Behavior Management

Behavior management is complex and unique to each student. Paraprofessionals, in order to reinforce consistency, need to model the classroom management systems defined by each classroom teacher and/or case manager in order to most effectively meet the behavior needs of their students. When further intervention is needed, the student's team will plan detailed interventions for all team members including the paraprofessional(s) to implement.

It will be important for paraprofessionals to define their role with the teacher in each classroom setting. There are a number of general management strategies that paraprofessionals will want to be familiar with no matter what setting they may be working in:

- Give praise often and freely (aim for a praise statement every 30 seconds). Praise is immediate, specific, deserved, and related to observable, positive behavior.
- Positive reinforcement may involve rewards (ex. smiles, high fives, stickers, points, etc.) following a student performing a particular targeted behavior. A reward chosen by the student will increase the frequency of the desired behavior. A reinforcer should be delivered immediately after the target behavior is performed. *Please use rewards under the supervision of the student's case manager.*
- Concept reframing is a technique in which staff attempts to increase a student's awareness of certain strengths (i.e. You are so good at remembering to put away your books).
- Extinction is used to decrease behavior. Extinction is the removal of all reinforcement. This is commonly known as "ignoring". Extinction may be used if a student is not harming himself, another student, or damaging property.

In order to not reinforce the behavior, the paraprofessional must under-react to the student's inappropriate behaviors and use a sense of humor when dealing with a difficult situation. The key to making these behavior management strategies successful is to build good relationships with students. Good relationships are developed through consistency, caring, cooperation, and trust. Students need to feel they can trust adults.

Responding to Challenging Behavior

There may be times a student becomes verbally or physically aggressive. It will be important that you have discussed a plan with your supervising special education teacher to respond to challenging situations. It will be easier to implement specific strategies if you have a clear plan about the words, tone of voice and body language you want to use when a student is having a difficult time. Some students will have a behavior intervention plan (BIP). This is a legal document outlining the strategies school staff will use with a specific student. Obviously, it is important that the procedures be strictly followed as outlined by the student's IEP team. Behaviors are much easier to manage or reteach when all team members follow the same protocol. Review your Crisis Prevention (CPI) manual often.

Implementation of Behavior Plans

Special education teachers will provide a copy of each student's present levels, goals, and services including behavior plans to all teachers and staff who work directly with that student within 5 days of the start of a new school year for existing special education students.

For students with current behavior plans, teachers and staff who work directly with the student will be informed in writing of any changes within 5 days after meetings to amend the behavior plan.

Within 5 days after receiving student's records from the previous school that includes a behavior plan, the special education teacher will inform teacher(s) and staff who work directly with the student about the plan and any subsequent amendments made to it.

Teachers and staff who work directly with the student will acknowledge on a signature page attached to the plan that they have received and read the IEP goals, services, and behavior plans and/or any amendments made. The signature page will be filed in the student's special education binder.

Special education teachers and staff are required to follow behavior support plans as written. They will ensure data collection or progress monitoring has been completed as written in the plan.

People First Language

What do you call a person with a disability? *A person.*

What words define who you are? The color of your skin or hair? Your age? Your weight? Of course not. When words alone define a person, the result is a label—a label that often reinforces barriers created by negative and stereotypical attitudes. Every individual deserves to be treated with dignity and respect—regardless of gender, ethnicity, religion, sexual orientation, hair color, or anything else.

People First Language

People First Language is an objective and respectful way to speak about people with disabilities by emphasizing the person first, rather than the disability. It acknowledges what a person *has*, and recognizes that a person is *not* the disability. In putting the person before the disability, People First Language highlights a person's value, individuality and capabilities.

What should you say?

When referring to individuals with disabilities, be considerate when choosing your words. Focus on the person—and never use terms that label, generalize, stereotype, devalue or discriminate. Unless it is relevant to the conversation, you don't even need to refer to or mention the disability. The following chart has a few examples of People First Language.

Say This	Not This
people with disabilities	the handicapped, the disabled
people without disabilities	normal, healthy, whole or typical people
person who has Down syndrome	Downs person, mongoloid, mongol
person who has autism	autistic
person with quadriplegia, paraplegia, or a physical disability	a quadriplegic, a paraplegic, crippled
little person	a dwarf, a midget
people who are blind or visually impaired	blind person
person with a learning disability	learning disabled person
person diagnosed with a mental health condition	crazy, insane, psycho, mentally ill, emotionally disturbed, demented
person diagnosed with a cognitive disability or developmental disability	retarded, slow
person who uses a wheelchair or a mobility chair	confined to a wheelchair; wheelchair bound

Disability Terms

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the requirements of the first two sentences of this definition are satisfied.

Cognitive Disability

Significantly below-average general intellectual capability that exists along with deficits in adaptive behavior (in other words, lack of ability to adapt). It is demonstrated during the child's developmental period and negatively affects a child's educational performance.

Deaf-blindness

Hearing and visual impairments occurring together. The combination causes such severe communication and other developmental and educational problems that the child with deaf-blindness cannot be accommodated in special education programs designed only for children with deafness or only for children with blindness.

Deafness

A hearing impairment that is so severe that the child is unable to process language through hearing, with or without amplification, and the child's educational performance is affected.

Developmental Delay (to age 6)

A delay in development in one or more of the following domains: Physical development, Cognitive development, Communication development, Social or Emotional development or Adaptive Behavior.

Emotional Disturbance

A condition showing one or more of the following characteristics over a long period of time and to a degree that it affects a child's educational performance, resulting in:

- An inability to learn that cannot be explained by intellectual, sensory or health factors;
- An inability to build or maintain satisfactory relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Hearing Impairment

Impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness.

Multiple Disabilities

Impairments that occur simultaneously (such as cognitive disability-blindness and cognitive disability-orthopedic impairment), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Individualized Education Plan

The IEP describes a student's needs, outlines the instructional program and defines types of services necessary to meet the student's needs. In order to develop this plan, a multi-disciplinary team meets to determine the needs of the student. This team includes the parents, the school administrator or designee, a general education teacher, the special education teacher, and the student, when appropriate. There may be times when the paraprofessional, any community agency representatives involved with the student, and anyone else involved in planning for the unique needs of the student may be invited to attend the meeting.

The team meets to determine the student's:

- Accomplishments
- Educational goals
- Supports needed for learning
- Plans for the future
- Related service needs

Based on these discussions, a plan is written which the student and parents agree to and sign.

Paraprofessional Websites

Council For Exceptional Children

<http://www.cec.sped.org/>

University of Nebraska

<http://para.unl.edu/>

National Resource Center for Paraprofessionals in Educational and Related Services

<http://www.nrcpara.org/>

CONFIDENTIALITY AGREEMENT

Federal law guarantees privacy and confidentiality for special education students and their records. As an employee at any Chamberlain School District facility, you may under limited circumstances, have access to sensitive student information while on campus. Student education records include all records, files, documents and other materials that contain personally identifiable information on any student. As a Chamberlain School District employee, you agree to the following:

1. I will not discuss the identity, behavior, or needs of any student at any Chamberlain School District facility with any person not authorized to work directly with said student.
2. I will not discuss with others the content of any specific student records, nor will I disclose personally identifiable student information, or any other information regarding individual students.
3. I understand that questions about individual students or the content of confidential student records must be directed to the principal or special education director.
4. I must report any breach or suspected breach in confidentiality, immediately upon my discovery, to the school principal or special education director.
5. The classroom teacher in cooperation with the special education teacher should be communicating directly with parents. Paras should defer all parent requests and/or messages to either the classroom teacher or special education teacher.
6. As a teacher/para, you are at the school only to interact with the student(s) you are designated to observe/support and no other student(s) in the classroom and/or building.
7. I understand that cell phone is not appropriate during instruction or times when students require active supervision.

[] I have read and understand the Paraprofessional Handbook and Confidentiality Agreement.

Printed Name: _____

Signature: _____

Date: _____