

PARAPROFESSIONAL HANDBOOK

North Schuylkill School District



INTENTIONAL (*adj.*)

in-ten-tion-al

an action performed with awareness;
done deliberately,
consciously, on purpose.

Revised
August 2025

Contact Information

Special Education Office 15 Academy Lane Ashland, PA 17921 570-874-0495

Knute Brayford, Director of Special Education
kbrayford@northschuylkill.net
ext. 1144

Deneen Reese, Supervisor of Special Education
dreese@northschuylkill.net
ext. 1145

Gayle Sokoloski, Administrative Assistant
gsokoloski@northschuylkill.net
ext. 1141

North Schuylkill Elementary Office 38 Line Street Ashland, PA 17921 570-874-3661

Janel Babatsky, Principal
jbabatsky@northschuylkill.net
ext. 3010

Roobhenn Smith, Assistant Principal
rsmith@northschuylkill.net
ext. 3010

Chris Glessner, Dean of Students
cglessner@northschuylkill.net
ext. 3019

North Schuylkill Junior Senior High School 15 Academy Lane Ashland, PA 17921 570-874-0495

Ken Roseberry, Principal
kroseberry@northschuylkill.net
ext. 2112

Nick Sajone, Assistant Principal
nsajone@northschuylkill.net
ext. 2110

Robert Schaffer, Dean of Students
rschaffer@northschuylkill.net
ext. 2140

I. IDEA Definition of a Paraprofessional

Special Education Services and Programs

[38 Pa.B. 3575]

[Saturday, June 28, 2008]

§ 14.105. Personnel.

a. Paraprofessionals.

1. An instructional paraprofessional is a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to children with disabilities or eligible young children. The support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP.

Instructional paraprofessionals shall meet one of the following qualifications effective July 1, 2010:

i. Have completed at least 2 years of postsecondary study.

ii. Possess an associate degree or higher.

iii. Meet a rigorous standard of quality as demonstrated through a State or local assessment.

2. Nothing in subsection (a) should be construed to supersede the terms of the current collective bargaining agreement.

3. Instructional paraprofessionals, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment.

4. A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

Paraprofessional website:

<http://www.pattan.net/category/Educational%20Initiatives/Paraprofessionals/>

II. Highly Qualified Status

It is the responsibility of each instructional paraprofessional or personal care assistant to acquire 20 hours of training by **June 30** of each school year. These 20 hours must be related to his/her position and must be completed in order for the paraprofessional to remain highly qualified to continue his/her employment within the North Schuylkill School District. The North Schuylkill School District as well as The Intermediate Unit and PaTTAN offer a number of training opportunities throughout the school year.

The number of professional development hours required are dependent on the hire date of that year. Below is a chart to guide you on how many hours will be required to complete.

<u>Date of Hire</u>	<u>Required Training Hours</u>
August	20
September	18
October	16
November	14
December	12
January	10
February	8
March	6
April	4
May	2
June	0

III. Training Opportunities

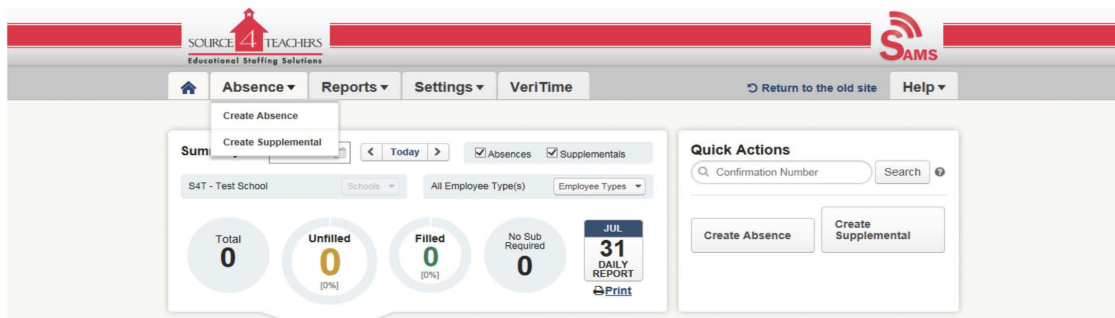
- The North Schuylkill School District offers training hours annually. Please check your email and/or the district website for training opportunities.
- PDE Paraprofessional Website
<https://pattan.framewelder.com/>
- You must have a valid certificate of attendance to submit to the Special Education Office to receive credit for trainings attended. Special Education Administrators must approve hour(s) prior to submission to the Special Education Office.
- You must maintain all original copies of certificates.
- If you attend trainings off-site, a copy of your certificates must be provided to the Special Education Office at the Junior Senior High School in order for you to receive credit.
- A record of each paraprofessional's training hours will be maintained by the special education office. However, you are responsible for tracking and completing your hours by the annual deadline.
- Highly Qualified hours must be completed and submitted to the Special Education Office by June 30.

IV. Call-In Procedures *ESS*

- All staff should be using source4teachers (s4t) to report all absences.
- On the S4T website, **paraprofessionals should only be choosing either PERSONAL or SICK day as their absence reason.** *The reason 'Other' should not be used unless directed by an administrator.*
- Time off should be either full day or half day increments.
- In the event of an absence on the current workday, all staff must report their day off on s4t by 6:30am either via the link found on the North Schuylkill School District website (www.northschuylkill.net – Staff – Source4Teachers) or phone call 877-983-2244 (select option 2 to speak with a customer service representative).
- If you miss the 6:30am deadline, you must contact the Special Education Office at 570-874-0495 ext. 1141 to report your absence. If you are leaving a message, please include your name, type of day you are taking (full or half day) and the teacher's name that you are assigned to.
- Requests for Leave without Pay must be submitted to the board for approval and should be received in the Special Education Office at least 6 weeks prior to your absence.
- In the event of an emergency or illness during the school day which requires you to leave work
 - Notify a building administrator and/or the special education office of the type of leave you will be taking (personal or sick).
 - Upon your return to work, complete any necessary paperwork with the building office to which you are assigned.
 - Your time sheet must reflect your absence.

Campus User - Creating an Absence

1. Visit Source4Teachers.com/SAMS and login using the Login ID and Pin number provided to you.
2. Once you are logged in, click the "Absence" tab along the top of your homepage.
3. Select "Create Absence," then locate and click the teacher's name. (You can also select "Create Absence" under the Quick Actions section.)
4. Click the green "Fill Out Details" button, then follow the step by step diagram found below.
5. SAMS will then begin to locate available and qualified substitutes for your classroom.



Step 1: Enter the *start* date of the absence. If the absence is for multiple days be sure to click and drag to the end date to ensure you get the same substitute for all days.

Step 5: Once everything is complete, click "Review & Confirm."

Absence: Create Absence

1. Select Employee → 2. Fill out Details → 3. Review & Confirm → Done!

Next Step: **Review & Confirm**

Please select a date at S4T - Test School

Step 1: Enter the *start* date of the absence. If the absence is for multiple days be sure to click and drag to the end date to ensure you get the same substitute for all days.

Step 2: Select the absences reason, whether a substitute is needed, and the start/end times of the absence.

Step 3: Enter any notes to the substitute, or notes for yourself.

Step 4: Attach pertinent files for the substitute.

Step 6: To finalize and confirm, click "Create Absence" and receive your confirmation number. Please note that if you choose to assign a substitute, SAMS will *not* notify the substitute. Please speak with them prior to assigning them.

Form Fields:

- Absence Reason:** Select One
- Time:** Full Day (05:30 AM to 03:30 PM)
- Substitute Required:** Yes
- Hold Until:** No Hold
- Notes to Administrator:** (Viewable only by Administrator and Employee)
- Notes to Substitute:** (Viewable by Administrator, Employee, and Substitute)
- File Attachments:** DRAG AND DROP FILES HERE
- Uploaded Files:**
- Related Files:**

Please contact Source4Teachers with any questions at (877) 983-2244 and SAMS@Source4Teachers.com

V. Time Sheet Completion

- Time sheets must be completed and submitted to the Special Education Office one workday after the conclusion of the pay period but should not be submitted prior to the end of a period.

Timesheet Schedule

Timesheet Paydate
Schedule
2025-2026
timesheet schedule

Pay #	Week 1	Week 2	Pay date
1	6/16/2025 - 6/22/2025	6/23/2025 - 6/29/2025	7/10/2025
2	6/30/2025 - 7/6/2025	7/7/2025 - 7/13/2025	7/24/2025
3	7/14/2025 - 7/20/2025	7/21/2025 - 7/27/2025	8/7/2025
4	7/28/2025 - 8/3/2025	8/4/2025 - 8/10/2025	8/21/2025
5	8/11/2025 - 8/17/2025	8/18/2025 - 8/24/2025	9/4/2025
6	8/25/2025 - 8/31/2025	9/1/2025 - 9/7/2025	9/18/2025
7	9/8/2025 - 9/14/2025	9/15/2025 - 9/21/2025	10/2/2025
8	9/22/2025 - 9/28/2025	9/29/2025 - 10/5/2025	10/16/2025
9	10/6/2025 - 10/12/2025	10/13/2025 - 10/19/2025	10/30/2025
10	10/20/2025 - 10/26/2025	10/27/2025 - 11/2/2025	11/13/2025
11	11/3/2025 - 11/9/2025	11/10/2025 - 11/16/2025	11/27/2025
12	11/17/2025 - 11/23/2025	11/24/2025 - 11/30/2025	12/11/2025
13	12/1/2025 - 12/7/2025	12/8/2025 - 12/14/2025	12/25/2025
14	12/15/2025 - 12/21/2025	12/22/2025 - 12/28/2025	1/8/2026
15	12/29/2025 - 1/4/2026	1/5/2026 - 1/11/2026	1/22/2026
16	1/12/2026 - 1/18/2026	1/19/2026 - 1/25/2026	2/5/2026
17	1/26/2026 - 2/1/2026	2/2/2026 - 2/8/2026	2/19/2026
18	2/9/2026 - 2/15/2026	2/16/2026 - 2/22/2026	3/5/2026
19	2/23/2026 - 3/1/2026	3/2/2026 - 3/8/2026	3/19/2026
20	3/9/2026 - 3/15/2026	3/16/2026 - 3/22/2026	4/2/2026
21	3/23/2026 - 3/29/2026	3/30/2026 - 4/5/2026	4/16/2026
22	4/6/2026 - 4/12/2026	4/13/2026 - 4/19/2026	4/30/2026
23	4/20/2026 - 4/26/2026	4/27/2026 - 5/3/2026	5/14/2026
24	5/4/2026 - 5/10/2026	5/11/2026 - 5/17/2026	5/28/2026
25	5/18/2026 - 5/24/2026	5/25/2026 - 5/31/2026	6/11/2026
26	6/1/2026 - 6/7/2026	6/8/2026 - 6/14/2026	6/25/2026

VI. Work Day

- Work hours
 - Full-time: (7) hours daily
 - Part-time: (6) hours daily
 - Prior written approval, via e-mail, is required by a supervisor for any changes to the scheduled work hours/day. This includes late arrivals and/or leaving early.
 - Paraprofessionals are subject to assignment and therefore may be required to assist/cover in another classroom or building.
 - Personal Days – requests must be submitted via S4T at least three (3) days prior to the requested date(s).
 - No more than (3) employees in any classification and no more than (2) employees per building in any classification may be granted personal leave on any one day.
- 2 Hour Delays
 - During 2 hour delays the following work schedule will be followed:
 - All Paraprofessional Staff – Elementary 10:00am to 3:30pm; High School 9:00am to 2:30pm
- 3 Hour Delays
 - During 3 hour delays the following work schedule will be followed:
 - NSJSHS - Start at 10AM, Finish at 2:30PM NSE - Start at 11AM, Finish at 3:30PM
- Extra-Curricular Activities
 - Opportunities for work hours beyond the school day may become available.
 - Notification of such opportunities will be sent via email to all paraprofessionals.
 - Interested employees will be assigned to these activities on a rotating basis.

VII. Access Billing

- All logs must be completed by the 15th of the following month, with the exception of the last month of the school year. In this case, the deadline will be the last day of the school year.
- Be aware of the following when completing logs.
 - Logs should be e-signed in a timely manner.
 - Be aware of 2 hour delays, early dismissals, snow days, absentee students, etc. Ensure that the start and end times coordinate with the school day.
 - Times should not overlap with related services including the school nurse, OT, PT, Speech, Social Work, or an outside agency.
 - If more than one paraprofessional covers one student, coordinate start and end times with each other.
 - Ensure that you are entering the information under the correct student's account.

Random Moment Time Study



What is a Random Moment Time Study



RMTS is federally approved and participation is required for Medicaid reimbursement for school-based services health-related services



LEAs are part of a statewide RMTS used to determine the frequency of staff participation in a Medicaid-reimbursable activity



A participant list is certified before the quarter for two cost pools: one with Direct Service Personnel (DSP) and one with Administrative Personnel (AP)



SBAP Coordinators in each LEA monitor RMTS compliance to assure district compliance. **The compliance goal is to strive for a 100%** response rate. DHS may issue Warning letters to LEAs that fail to meet compliance rate of at least 85%. Continued Non-compliance may result in DHS imposed sanctions on participation.



RMTS captures activities performed at a randomly selected moment, which may include direct services, lunch, paid time off, preparation when students are not in school, etc.



Timeliness, completeness and accuracy of responses is critical

What to Do if You're Picked for RMTS (Random Moment Time Study)

Why This Matters:

Paraprofessionals in our district may be randomly selected to answer a quick survey about what they were doing at a certain time during the school day. This helps our school stay in the School-Based Access Program (SBAP).

Steps to Follow:

1. **Watch for an Email**
 - You'll get an email if you're chosen for an RMTS moment.
 - The email will have a link to a short survey.
2. **Answer the Questions**
 - Click the link and fill out the survey right away. It only takes a few minutes.
 - If you're not sure how to answer, stop by the Special Education Office, we'll help!
3. **If You Don't Respond**
 - Director of Special Education will get a notice if you don't answer on time.
 - Administrative Assistant will reach out to you or ask you to stop by for help.
4. **We're Here to Support You**
 - Don't worry if it's your first time. It's quick and easy.
 - We want to help you answer correctly and keep our school's 100% response rate.

Slides from RMTS Training Resources

Participant Functions Overview

RMTS Participants will receive email related to moments at the following intervals:

Email#	Email Description	Interval Received
Email #1	Prior Notification	2 business day prior to Moment
Email #2	Actual Moment Notification	
Email #3	Moment Reminder #1	1 business day following the moment, when unanswered
Email #4	*Moment Reminder #2	2 business days following the moment, when unanswered
Email #5	Moment Final Reminder	1 business day prior to moment expiration

*Recommended Response window is within 48 hours

A Description of your Activity is Mandatory

- Participants must include for the question 3 field a brief narrative description of the work being performed at the time of the sample moment.
- Detailed comments should clearly describe specific actions you were engaged in.
- Accurate and adequate comments confirm the integrity of your RMTS responses and assist in the validation process.
- Your selection in question 1 “Were you working?” must match your comments in question 3 “What were you doing?”
- If answers are not clear or specific, or if information is contradictory, SSG may reach back out with follow up questions to ensure accurate coding.

Things to Remember

- Be sure to check your e-mail for participant email notifications
- **The moment expires after 5 business days** and can no longer be accessed or updated
- Think about the specifics of what you were doing at the exact moment of the sample and reply with the most precise response
- If you are doing several things at once, choose the one that has your predominate attention
- Observation e-mails will be sent from pasbap@sivicsolutionsgroup.com
- Make sure e-mails from Civic Solutions Group are “safe” (not sent to spam folder)
 - Direct any firewall concerns to your system administrator

Completing the Observation Form:

- Complete all fields **SPECIFIC** to the moment date and time on the **Observation Form**
 - Do complete the Observation Form based on the activity you were engaged in at the *time of the moment* on the Observation Form.
 - Do not simply complete the Observation Form based on what you are engaged in at the time you opened the form.

Completing the Moment

pennsylvania
DEPARTMENT OF HUMAN SERVICES

SBAP RMTS, MAC, Cost Settlement and Monitoring - e-SivicMACS
Observation Form

SSG
SIVIC SOLUTIONS GROUP
A SOLIS COMPANY

Sample: Jan-Mar 2024 Direct Services (DSP) Sample [Instructions](#)

Participant Name: [Redacted]
Region: Greater Latrobe SD

Moment: 3/7/2024 5:55:00 PM
Observation Type: Electronic
Observation ID: [Redacted]

Were you working during sampled moment? *
Who was with you? *
What were you doing? Please be specific as possible. *
Why were you doing this activity? *
Is this activity regarding a Special Education Student? *
Is the service you provided part of child's IEP *

** By submitting this form, I certify that all information on the form is considered accurate and I understand the purpose of the Administrative Claiming program.

- The Observation Form automatically includes your name and moment time

VII. Confidentiality and Its Application

- Confidentiality is the most critical and important aspect of the paraprofessional's job. It is a legal responsibility to observe both the rights of students with disabilities and parents in regard to data privacy. Like teachers and administrators, paraprofessionals have access to personal information about children and their families including these examples:
 - The results of formal and informal tests;
 - Behavior in classrooms and other education settings;
 - Academic progress;
 - Family circumstances and family relationships;
- Both the children and the family have the absolute right to expect that all information will be kept confidential, and made available only to personnel in school or another agency who require it to ensure that the rights, health, safety, and physical well-being of the children are safe guarded. Confidentiality must be maintained and protected, and the rights of students to due process, dignity, privacy, and respect must be promoted.
- Always ask yourself
 - What information would you want discussed with others regarding your child?
 - What would you like said about yourself as a parent?
 - What would you like said about your family, your values, your lifestyle?
- Confidentiality Pointers
 - Avoid using names if you are asked about your job.
 - Suggest that questions about a student are best directed to the special education teacher.
 - Do not share other student's names or information regarding their programs with parents during IEP meetings, conferences or informal conversations.
 - Information regarding specific students and programs should not be shared in the lunchroom, staff room, office areas, out in the community or any other setting.
 - When conferencing or writing information regarding a student or family that contains confidential information, be aware of those around you who may be within hearing distance. Look for a more private place within the school building.
 - 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.
- 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. Questions should be directed to the specific teacher privately.

IX. Social Media

School personnel should refrain from becoming “Friends” or regular communicators with their students on social networking websites. One option for a reply if a student asks school personnel to be a “friend” is, “I am a school employee and so it would be inappropriate for me to “friend” you on Facebook.”

The best and safest practice will be to refrain from discussing your job on social networking sites.

- It is your responsibility.
 - What you write is ultimately your **responsibility**. If it seems inappropriate, use caution. If you’re about to publish something that makes you even the slightest bit uncomfortable, don’t shrug it off and hit “send”. Take time to review these guidelines and try to figure out what’s bothering you and fix it. If you’re still unsure, you might want to discuss it with your supervisor. Ultimately, what you publish is your responsibility. What you publish is widely accessible and will be around for a long time, so consider the content carefully. Trademark, copyright, and fair use requirements must be respected.
- Protect confidential information.
 - Be thoughtful about what you publish. You must make sure you do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced. Do not post student pictures on your social network site/page. Public social networking sites are not the place to conduct school business with students or parents.
- Perception can be reality.
 - In online networks, the lines between public and private, personal and professional are blurred. Just by identifying yourself as a NSSD employee, you are creating perceptions about your expertise and about the district by community members, parents, students, and the general public; and you are creating perceptions about yourself with your colleagues and managers.
- Be a positive role model.
 - The line between professional and personal relationships is blurred within a social media context. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

X. Miscellaneous

- Please be in your assigned area at your start time.
- Staff Dress Code – Taken from Staff Handbook
 - All employees are expected to wear appropriate clothing for their particular teaching assignment. Jeans are not considered appropriate attire for the classroom unless there are special occasions as announced by the building principal. Professional attire for gentlemen will include: Dress pants, collared shirt, button polo shirt and/or sweater. Ties are preferred as professional dress. Professional footwear (dress shoes or dress sneakers). Athletic sneakers are not considered professional dress. Professional attire for women will include: Dress slacks, skirts/dresses, jumpers (length top of knees or longer), sweaters, vests, jackets,
 - Blouses, turtlenecks, mock turtlenecks. No sleeveless, midriff exposed, no low cut tops. Professional footwear (dress shoes, sandals and boots). Flip flops are not considered appropriate attire. It is understood that there are teaching assignments that may require an alternate clothing option. If this is the case, please adhere to professional standard clothing for the particular assignment.
- Paraprofessionals are required to check email on a regular basis, at least one time per work day.
 - If you require assistance with accessing your email, please see the technology department or special education administrator immediately.
- Individual Schedule
 - Paraprofessionals must create a schedule of their daily duties and submit it to the special education office **by September 5, 2025.**
 - Schedules should include assigned student(s), times, location, brief description of service provided.
 - Employees are responsible to revise their schedule as needed throughout the school year.

XI. How Do I Become Highly Qualified?

North Schuylkill School District recognizes several ways to determine Highly Qualified Status for a paraprofessional

- Highly Qualified status must be obtained within 6 months of hire date.
- Proof of the Highly Qualified status can be demonstrated in the following ways: (only 1 item required)
 - (i) Have completed at least 2 years of postsecondary study.
 - (ii) Possess an associate degree or higher.
 - (iii) Meet a rigorous standard of quality as demonstrated through a State or local assessment.

Proof of Highly Qualified status must be presented to the Program Supervisor and will be placed in their personnel file.

The current Pennsylvania Special Education Paraeducator Credential of Competency will satisfy the requirement. It is based on ten performance-based standards identified by The Council for Exceptional Children (CEC) as necessary for a special education paraeducator to know or be able to so in order to work effectively with students in special education programs. PDE has endorsed the use of these ten CEC performance-based standards and their corresponding required knowledge and skills, as they define the basic content for the initial preparation and practice of special education paraeducators. Training covers a broad range of topics, such as the special education process, including assessment and progress monitoring, supporting the use of assistive technology in the classroom, effective behavior management and supporting students in inclusive settings.

Performance-based competencies include statements of the knowledge and skills needed by paraprofessionals to work successfully in educational environments. Competencies for knowledge and skill are the foundation for pre-service preparation, ongoing professional development, and performance assessment of paraprofessionals. Knowledge and Skills for Beginning Special Educators were identified by the Council for Exceptional Children (CEC) in *What Every Special Educator Must Know*, 4th ed, 2000. These knowledge and skill competencies correspond with the performance-based competencies for special education paraprofessionals promulgated by the CEC.

The Bureau of Special Education, Pennsylvania Department of Education endorses the use of these seven CEC performance-based competencies and their corresponding required knowledge and skills, as they define the basic content for the initial preparation and practice of special education paraprofessionals.

Core Competency Area 1: Professional Learning and Ethical Practices
Core Competency Area 2: Learner Development and Individual Learning Differences
Core Competency Area 3: Special Education Services and Supports in the Learning Environments
Core Competency Area 4: Assessment
Core Competency Area 5: Instructional Supports and Strategies
Core Competency Area 6: Social, Emotional, and Behavioral Supports
Core Competency Area 7: Collaboration with Team Members

These rigorous standards of quality, as demonstrated through a state or local assessment, are detailed in the materials and resources available on the PaTTAN Website and may be accessed at <https://www.pattan.net/Supports/Paraprofessionals/Credential-of-Competency/>.

Credential of competency webinars are available at <https://www.pattan.net/Supports/Paraprofessionals/Online-Courses>. Each session is a separate course featuring a synchronized presentation of the speaker, the PowerPoint slides, and captioned text that appear simultaneously on the computer screen. Participants who view a course from start to finish and complete a brief assessment will be eligible to download and print a certificate of attendance indicating hours of in-service training time.

Creating an Account, Accessing Courses, and Certificates

First time visitors to the online courses need to create an account with an email and password at <https://pattan.framewelder.com/login/paraprofessionals> by clicking on Create Account. Participants must use the same email and password each time they want to view a course. Participants should store their email and password in a safe place for future use. Participants **do not** register through the PaTTAN WisdomWhere system.

To earn staff development hours, paraprofessionals **must** watch a video, answer assessment questions, and print a Certificate of Attendance. All videos are to be viewed using a laptop or desktop computer only. The video tracker will not engage when viewing videos from your smart phone or tablet device. Paraprofessionals who would like to view online course offerings and/or take an online course please click here: <http://pattan.framewelder.com>.

The certificates are proof of your required staff development hours. **Participants are responsible for downloading certificates of attendance.** Records of completed courses may be accessed on the <http://pattan.framewelder.com> website, under Certificates. PaTTAN will not have a record of your attendance.

You must complete all seven (7) standards to be eligible for the Highly Qualified Status. As you obtain certificates of attendance, please submit them to the Special Education Office.

XII. Role Clarification

Teachers and paraprofessionals are partners in education, working together to provide the best educational experience possible for each child. The special education paraprofessional's role is to assist the teacher and allow more effective utilization of the teacher's abilities and professional knowledge. The teacher must function in a leadership role. It is the teacher's responsibility to assure that the students are moving toward achievement of individualized goals and objectives. Paraprofessionals serve under the direction and supervision of the teacher to assist in carrying out the individualized education program. In order for paraprofessionals to provide direct instruction to the student, teachers must plan and prescribe the learning environment and instruction for the student. Teachers must train the paraprofessional in the specifics of the instruction, evaluate student progress and monitor the effectiveness of the paraprofessional's implementation of the instructional strategies.

A clear delineation of roles of the teacher and the paraprofessional is an important element of a successful program. Identification of teacher and paraprofessional roles insures adherence to ethical and legal requirements and serves as a guide in supervision and evaluation. Actual delivery of instruction to the student may be carried out by the paraprofessional under supervision of the teacher.

- The teacher's responsibilities to the learner include:
 - Assessing the student's entry level performance,
 - Planning instruction for individual students,
 - Implementing the goals and objectives of the individualized education plan,
 - Supervising and coordinating work of paraprofessional and other support staff,
 - Evaluating and reporting student progress,
 - Involving parents in their child's education, and
 - Coordinating and managing information provided by other professionals.
- 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.
- Role of the Paraprofessional

Various factors influencing the specific responsibilities assigned to the paraprofessionals include: Characteristics and personalities of teachers,

paraprofessionals and students; interpersonal skills of both teachers and paraprofessionals; the skill level of the paraprofessionals; and the physical environment of the classroom. Individual teachers may vary the responsibilities of the paraprofessionals to enhance the program of instruction. The following list illustrates instructional and administrative duties that could be assigned to paraprofessionals but is not comprehensive. Other duties may be assigned by administration:

- Assist individual students in performing activities initiated by the teachers.
 - Supervise children in the hallway, lunchroom, and playground.
 - Assist in monitoring supplementary work and independent study.
 - Reinforce learning in small groups or with individuals while the teacher works with other students.
 - Provide assistance with individualized programmed materials.
 - Score objective tests and papers and maintain appropriate records for teachers.
 - Perform clerical tasks, i.e., typing and duplicating.
 - Assist the teacher in observing, recording, and charting behavior.
 - Assist the teacher with crisis problems and behavior management.
 - Assist in preparation /production of instructional materials.
 - Carry out instructional programs designed by the teacher.
 - Work with the teacher to develop classroom schedules.
 - Carry out tutoring activities designed by the teacher.
- The paraprofessional may perform these instructional duties:
 - Assist in organizing field trips.
 - Read aloud or listen to children read.
 - Assist students in performing activities that have been initiated by the teacher.
 - Hand out papers and collect paper work.
 - Assist with supplementary work for advanced pupils.
 - Provide special help such as drilling with flash cards, spelling, and play activities.
 - Assist in preparing instructional materials.
 - Reinforce learning with small groups.
 - Assist children in learning their names, addresses, telephone numbers, birthdays, and parents' names.
 - Supervise free play activities.
 - Prepare flash cards and charts.
 - Prepare art supplies and other materials.
 - Hear requests for help, observe learning difficulties of pupils, and report such matters to teachers.
 - Score objective tests and papers and keep appropriate records for teachers.
 - Any other activity designated by the Special Education Supervisor.
- Instructional duties the paraprofessional may NOT perform:
 - Be responsible for the diagnostic functions of the classroom.
 - Be responsible for preparing lesson plans and initiating instruction.
 - Be responsible for assigning grades to students.
- Non-Instructional duties the paraprofessional may perform:

- Help with daily hygiene routine for students
- Assist with skills of daily living which may include toileting
- Attend Physical education with students which may require swimming or other activities
- Non-Instructional duties the paraprofessional may NOT perform:
 - Shall not assume full responsibility for supervising and planning activities.
 - Shall not take children to clinic, dental, or medical appointments unless permission is granted by authorized personnel.
 - Shall not prescribe educational activities and materials for children.
 - Shall not grade subjective or essay tests.
 - Shall not regulate pupil behavior by corporal punishment or similar means.
- Paraprofessionals are subject to assignment by administration
 - Individual assignments can be changed to meet the district and/or school needs on a permanent or temporary basis.
 - Regardless of assignment (regular or special education) all paraprofessionals are required to meet the criteria to maintain highly qualified status.

XII. Annual Evaluation

- Each employee will receive an annual evaluation, with new employees receiving an additional evaluation after 90 days of employment. The evaluation will be conducted by supervising administrators with input from supervising teachers.
- A copy of the evaluation tool will be provided to all paraprofessionals at the beginning of the school year and upon request.