GUIDELINES FOR PARAPROFESSIONALS

1. **Students are the most important people in our classroom. They are the reason you have a job.**

2. The teacher is the primary figure in directing classroom activities and managing student behavior. All activities will be planned by the teacher and major behavioral issues will be handled by the teacher. **The paraprofessional's role is to assist and encourage the student's cooperation with the teacher.**

3. All students need love, consistency and a positive environment. A warm smile and a loving, caring environment are essential in working with all students.

4. Your attitude and conduct outside of the classroom are very important. Student and family information is strictly confidential outside of your classroom. People who are genuinely interested in a student may ask questions about their progress or behavior. Always emphasize the positive attributes of each child – this is important because it greatly influences how others view the student. Paraprofessionals should not discuss specific children's information with anyone. **All questions, even those of parents, should be referred to the child's teacher.**

5. Everyone who works in a school is part of a team. We are expected to encourage each other and lend a helping hand anytime the opportunity arises. Everyone is expected to promote the school and the system in a positive way.

COMMUNICATION

Communication is a fundamental component in the operation of effective teams. Clear, respectful and regular communication is necessary for a team to work together, to understand each other's responsibilities, and to solve problems. Many consultants in business and industry find that some of the most challenging problems are related to poor communication and educational settings are no different. Misunderstandings in the home and workplace can lead to difficult situations. Developing or enhancing your communication skills is one sure way to have a positive impact on your team.

You are expected to:

1. Be at school at the assigned time, according to the Principal.
2. Unload specific students from the bus and accompany them to the classroom.
3. Transport students who are non-ambulatory from one area of the school to another.
4. Assist students in toileting and personal care routines (may involve changing diapers or ostomy bags for some students).
5. Assist with feeding and other activities of daily living (may involve learning special procedures for some children).
6. Assist in teaching language, motor, dressing, social and cognitive skills according to specific procedures in which you will be trained (may involve use of special techniques such as sign language, special printing, etc.)
7. Assist in positioning, exercising and stimulating students with severe motor delays.
8. Monitor and chart health-related concerns as prescribed by teachers, therapists or nurses.
9. Provide input for evaluation purposes on student behavior and progress during the day.
10. Tutor individual students under teacher instruction.
11. Assist with classroom cleaning and organization.
12. Assist with preparation of materials to be used for learning activities or displays (includes preparing fine motor activities, posters or games, monitoring computer or smartboard activities, etc.)
13. Oversee special education students in the classroom or on the playground whenever the teacher has to be away from them. Go with assigned students into the regular classroom to improve their access to the general educational curriculum as assigned.
14. Managing small instructional groups and/or re-teaching material under teacher direction in resource or general education settings.
15. Complete any other duties designed to support students with disabilities as assigned by your teacher or principal that fall within the scope of your job duties and responsibilities.

You are allowed to:

1. Take a 15 minute morning and afternoon break, so assigned by the teacher.
2. Take a 30 minute lunch period.
STUDENT SUPPORT SERVICES PARAPROFESSIONALS

Each student who receives intervention from Student Support Services should have a program designed to develop according to his/her own ability-intellectually, physically, socially and vocationally. It is the duty of the Student Support Services Paraprofessional to assist the teacher in accomplishing each student’s goals and objectives from their Individualized Educational Program for each year.

Teamwork between teacher, paraprofessional and student can promote a supportive learning environment so that each student will be prepared to grow and achieve academically, socially and vocationally in their school and community.

Paraprofessionals Compliment Teachers’ Role Within the Classroom

Paraprofessionals are important and needed members of the instructional climate. As a paraprofessional, your major role is to assist or be an extension of the teacher. To be a more effective member of the classroom team, you must constantly acquire knowledge to enhance to your present skills and talents. Your acquisition of skills will be applied by providing direct assistance to students and by performing other tasks which will free the teachers’ time to provide the direct instruction that each student needs.

Within Student Support Services, you provide assistance to students who have been identified with a variety of classifications. These students will range in age from pre-schoolers through age 22. You should develop a special relationship with the principal, teachers, the students, the school support staff and the system. The contribution you make depends upon the interest and enthusiasm that you bring to your job.

Job expectations are all inclusive as we learn about new routines, new people and new skills. At the beginning of the school year, all of this “newness” may be overwhelming. By observing your teacher, learning classroom routine and reviewing your assigned schedule, you will know what is expected at specific times each day. You should ask for assistance from the teacher in ways and at times that do not interrupt teaching activities. Any requests or directions that the teacher gives you should be followed through until completed. There should be a clear understanding between you and the teacher.

Your relationship with the teacher should develop into a partnership. It is important for you to ask questions, share ideas and talk about certain problems. This communication should be straightforward, positive, constructive and honest. Any questions, skills, procedures or ideas about the instructional process should be discussed with the teacher, who is the classroom manager. After you have worked together for a while, you should get to the point where you anticipate each other’s needs. This step will help you demand less of the teacher’s time, moving you along your way in your development as an instructional associate. Your work can then proceed from assisting with instructional goals of each student to leading small groups. You will then be viewed as a vital member of the educational team.
## Activities That Paraprofessionals Should Not Do

- Assign final grades
- Score or interpret assessments that require subjective judgment
- Assume full responsibility for students for an indefinite amount of time
- Have primary responsibility for writing an Individualized Educational Program (IEP)
- Make a decision about a student’s educational program without teacher approval
- Teach to the class without the teacher present
- Make modifications or adaptations without training and teacher’s approval
- Report to parents about a student’s progress without teacher’s explicit instruction
- Supervise student-teachers
- Attend IEP meetings in place of a teacher
- Work without supervision
STATE REQUIREMENTS

PARAPROFESSIONALS

• Must be twenty-one (21) years old
• Must have high school diploma or equivalent
• Must be considered Highly Qualified according to federal NCLB Law and State Guidelines by
  o holding an Associate of Arts Degree or Higher
  o completing 48 credit hours at an accredited institution of higher education (9 hours must be in
    English course work, 6 hours must be in math course work and no more than 12 hours total may
    be remedial classes.)
  o scoring 450 or higher on Paraprofessional Praxis Exam

TO SIGN UP FOR THE EXAM, CONTACT STUDENT SUPPORT SERVICES AT 432-5400.

APPOINTMENT

Paraprofessionals in Student Support Services are assigned to special education teachers according to the ratio
established by the State Board of Education and are expected to work the teacher hours required for
reimbursement by the state.

DUTIES AND RESPONSIBILITIES

Perform routine classroom tasks with smaller groups and/or individual students under the planning and
direction of a certified teacher, who is ultimately responsible for all activities of the class.

Classroom policy is made by the classroom teacher. The paraprofessional is expected to confer with the
classroom teacher in regard to major decisions relative to the student’s assignments and to major problems of a
disciplinary nature. All counseling of parents is solely the responsibility of the classroom teacher.

Assist the classroom teacher specifically in activities related to the course of instruction, such as:

a) tutoring students
b) grading students’ papers
c) monitoring behaviors and behavioral plans
d) handling student toileting, feeding and other medical issues
e) distributing, preparing and assisting students with assignments
f) managing small groups of students under teacher’s direction
g) collecting instructional materials
h) maintaining neatness in the classroom
i) working with students in both regular education and special education settings

Assist the teaching staff in providing for students’ needs, inclusive of the following:

a) preparing instructional materials
b) playground duties
c) escorting students to and from the cafeteria, gymnasium, library, vocational training area, etc.
d) using (assistive) technology as indicated

Attend in-service training sessions as provided by the System.
SUGGESTIONS FOR BECOMING A MORE SUCCESSFUL PARAPROFESSIONAL

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.

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, use and operation of the equipment.

12. Get acquainted with school policy as it applies to you and your work.

13. Practice observing in a meaningful way every chance you get.

14. Inform the teachers with whom you work of any special talents or interests and of special experiences you have had.

15. Watch carefully how the teacher deals with and directs students.

16. Exchange telephone numbers with your teacher.

17. Get acquainted with other staff members.

18. Be mature in your conduct and demonstrate responsibility.

19. Ask for clarification when you do not understand an assignment or suggestion.

20. Be on time and leave at an appropriate time.

21. Last, but certainly not least, BE POSITIVE!
Ouachita Parish Student Support Services
Paraprofessional Competencies

1. Develop an understanding of role, responsibilities and limitations.

2. Work effectively and cooperatively with other staff members.

3. Communicate effectively and carry out written and oral instructions.

4. Develop an understanding of the intellectual, physical and social/emotional characteristics of the various handicapping conditions.

5. Develop the ability to define and utilize terminology associated with student’s’ special needs and various conditions.

6. Develop an awareness and knowledge of generalized training procedures associated with academic, self help, motor and social skills. Implement recommended educational and training programs with sequential skills.

7. Have a knowledge of general health and safety procedures, which include medication and seizure management. Demonstrate the ability to carry out first aid procedures.

8. Maintain an attractive, safe, hygienic classroom environment.

9. Define and demonstrate basic personal grooming skills.

10. Develop the knowledge and ability to safely position and handle students with physical challenges after appropriate training has been completed.

11. Identify and monitor the use of adaptive equipment, orthopedic appliances, other equipment and prosthetic devices. Demonstrate the knowledge and skills for the adjustment on these devices as instructed and trained to do so.

12. Operate commonly used technology, audio-visual and duplicating equipment and prepare routine classroom reports.

13. Demonstrate knowledge and understanding or sequential developmental patterns. (normal and atypical)

14. Administer and/or score classroom assessment/screening instruments as instructed by your teacher.

15. Express observations of students (academically or behaviorally) in a clear, concise, objective, factual manner both orally and in writing.

16. Develop knowledge and skills required to implement basic principles of behavior shaping, classroom management and observing specific behaviors.

17. Have the ability to make recommended changes and adaptations in instructional activities and materials.
OUACHITA PARISH SCHOOL BOARD
STUDENT SUPPORT SERVICES
Paraprofessional Job Description

1. **Job Title**
   Student Support Services Paraprofessional

2. **Qualifications**
   a. Must be 21 years of age
   b. Have a high school diploma/equivalent and meet the standards of a highly qualified paraprofessional by one of the following:
      1. Completing two years of higher education (48 credit hours); which must include 9 credit hours of English and 6 credit hours of math.
      2. Possessing an associate’s degree or higher
      3. Passing a rigorous academic assessment as identified by the Louisiana Department of Education (Parapro Praxis Exam) with a minimum score of 450

3. **Reports to**
   Assigned Special Education Teacher, Principal, Supervisor of Paraprofessionals, Director of Student Support Services

4. **Job Goal**
   To reinforce academic and social skills for students receiving special education support who are most in need as determined by NRT and CRT test data, and their IEPs.

5. **Job Duties/Responsibilities**
   a. To provide students with small group or individual assistance in reading, math, or other academic subjects.
   b. To continue and extend activities begun by the assigned teacher, collect/distribute instructional materials and maintain the classroom environment in both regular and special education settings.
   c. To keep and maintain required documentation
   d. To become familiar with LEAP, iLEAP, PARCC, End of Course, and Alternate Assessment Instruments as applicable to student performance
   e. To assist teacher(s) in addressing the common core state standards, literacy goals, and/or extended standards as they apply to each student receiving special education support
   f. To assist students with access to the general education curriculum in regular education classes and social settings to the maximum extent possible, including use of assistive technology where appropriate.
   g. To assist students with self-help activities (such as feeding), personal hygiene skills (such as toileting), behavioral needs (such as time out or CPI procedures after training) and/or medical procedures (such as catheterization or tube feeding after training) as necessary
   h. To maintain ethical standards of conduct, maintain student confidentiality, and follow all HIPPA and FERPA guidelines.
   i. To follow the dress code and employment expectations of the assigned school.
   j. To perform any other duties as required by supervising teacher to ensure the provision of FAPE to all children with any identified handicapping condition

*Paraprofessional’s E-Mail Address*
*If you do not have an OPSB e-mail address, please contact Carla Calhoun/Data Processing at Calhoun@opsb.net*
Once you have your OPSB e-mail address, please send it to creekmore@opsb.net

Print Name of Paraprofessional ___________________________ Signature of Paraprofessional ___________________________
Date: ____________________

Original to Personnel file – Copies to Assigned school and Dr. Nancy Creekmore at Student Support Services

May 2015
Student Support Services
Paraprofessional Rating Form

Please use this form for the 2016-2017 school year. Two photo copies need to be printed to complete your evaluation. Please give a copy to your paraprofessional to rate him/her self by circling the rating in the left column. The teacher circles each rating in the right column of his/her copy. When the teacher meets with the paraprofessional to conduct the evaluation, transfer the paraprofessional ratings to the teacher sheet, and paperclip the para copy to the teacher's form. This form is designed to facilitate communication between both parties during the evaluation regarding job performance and expectations. Ratings may be adjusted at this time. Responsibilities should advance through the levels as the paraprofessional gains experience and benefits from your instruction. Please be sure both parties sign and date the completed evaluation form. A final copy should be given to the principal and the paraprofessional. Please send the original by Pony to Dr. Nancy Creekmore at Student Support Services.
# Paraprofessional Rating Form – Student Support Services 2016-2017

**Name of Paraprofessional:**

**School:**

**Date:**

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<thead>
<tr>
<th>Paraprofessional Self Rating</th>
<th>Responsibility</th>
<th>Teacher Rating</th>
<th>Commendations or Concerns</th>
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<tbody>
<tr>
<td>1 2 3</td>
<td>Escorting students to buses and different learning environments</td>
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<td>1 2 3</td>
<td>Monitoring playgrounds, lunchrooms, hallways, and study halls</td>
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<td>1 2 3</td>
<td>Preparing learning materials and maintaining learning centers</td>
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<td>Assisting students with personal and hygienic care</td>
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<td>Assisting teachers in maintaining supportive learning environments that</td>
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<td>protect the safety, health, and well-being of students and staff</td>
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<td>1 2 3</td>
<td>Reinforcing learning experiences planned and introduced by teachers</td>
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<td>1 2 3</td>
<td>Practicing standards of professional and ethical conduct that are within the</td>
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<td>scope of paraprofessional responsibilities</td>
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<td>1 2 3</td>
<td>Instructing individual or small groups of students following lesson plans</td>
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<td>developed by the teacher</td>
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<td>1 2 3</td>
<td>Assisting individual students with supplementary or independent study projects</td>
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<td>as assigned by the teacher</td>
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<td>Sharing with teachers information that facilitates the planning process</td>
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<td>Implementing behavior management plans for individual students developed by</td>
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<td>teachers</td>
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<td>Preparing learning and instructional materials and maintaining adaptive</td>
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<td>Assisting teachers in providing supportive learning environments that</td>
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<td>facilitate inclusion of students with diverse learning needs and in</td>
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<td>protecting the safety, health, and well-being of students and staff</td>
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<td>1 2 3</td>
<td>Participating in regularly scheduled teacher and paraprofessional meetings</td>
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<td>that may also include other team members</td>
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Consulting with teachers during regularly scheduled meeting to share information that will facilitate:

1 2 3

1) The planning of learning experiences of student(s) with disabilities, English language limitations, or other learning needs

1 2 3

2) Protecting the safety, health, and well-being of students and staff

1 2 3

Implementing lesson and other plans developed by teachers to increase academic skills and the development of social and communication skills, self-esteem, and self-reliance

1 2 3

Modifying curriculum and instructional activities for individual students, under the direction of teachers

1 2 3

Assisting teachers to engage families in their children’s learning experiences

1 2 3

Supporting students in community-based learning environments to prepare them to make the transition from school to work and to participate in the adult world

1 2 3

N/A

Familiarizing employers and other members of the community with the needs of individual students

1 2 3

N/A

Assisting teachers to maintain student records required by the state or district

1 2 3

N/A

Participating in IEP, ITP, and IFSP planning team meetings as required by student’s needs

1 2 3

**Signature of Employee**

(Print Employee Name)

**Signature of Evaluator**

(Print Evaluator Name)

**Copies:** Coordinator of Paraprofessional: 1

Principal: 2

Paraprofessional: 3

**Key for Paraprofessional:**

1- Unprepared- I am unprepared to do this task and need training to begin.

2- Somewhat prepared- I am doing this task but need further instruction to be competent.

3- Prepared- I am adequately prepared and skilled to do this task.

**Key for Teacher:**

1- Unprepared- The paraprofessional is currently unprepared to do this task and needs training to begin.

2- Somewhat prepared- The paraprofessional is adequately prepared and skilled to do this task.