

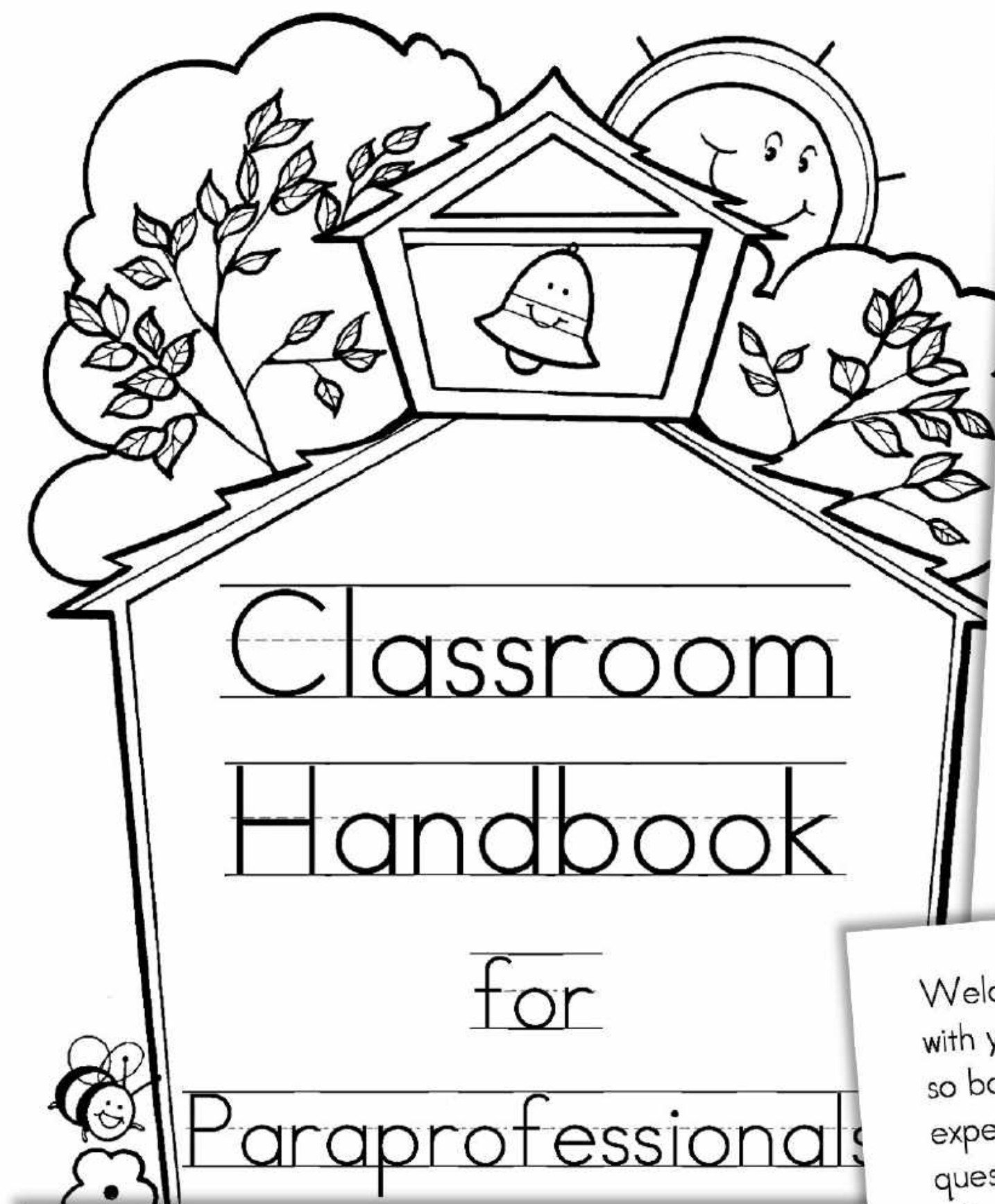
EXPECTATIONS AND TRAINING

➤ PARAEDUCATORS

➤ 2 SPED MANUALS

➤ EDITABLE PAGES

➤ DETAILED HANDBOOK



People who you should feel free to communicate

- o Principal
- o Teacher
- o Coordinator
- o Director of Special Education

People you may give limited information to include

- o Occupational Therapist
- o Speech Therapist
- o Physical Therapist
- o General Education Teacher of students
- o Substitute teachers

*Information shared with these individuals should

School Environment

The school day should be language-rich for all students. It is important, a student should not be left alone throughout the day. A student without an IEP would do independent work with

If something important or interesting is happening (in the classroom), make sure the students you are with are in a position to see it. Students should not be facing a wall when s/he is with

When interacting with students and staff outside the classroom, your student as much as possible. Ask him/her questions. When speaking, make them as much of the interaction as possible. For the student, it is important modeling for the other students. Positive relationships are formed.

In the cafeteria give the minimal amount of support needed to be successful. Let the student use this time for socialization. If they need more support; if they are socializing well, encourage them to have an identity separate from the classroom.

Welcome to our classroom! I'm so happy to have you with you this school year. This handbook is designed so both the students and staff have the best experience. Please review the handbook and ask any questions you might have related to the program information.

Qualifications for working in the our

- o Positive attitude
- o Excellent attendance
- o Able to lift 60+ pounds
- o Able to address hygiene needs for all students
- o Strong team ethics
- o Excellent communication skills with administration and staff
- o Understanding and abiding in all confidentiality
- o Ability to follow a schedule with minimal variation

Organization

Our classroom thrives on organization. Because there are so many adults and students using shared materials, we must be able to trust that supplies are returned to their original place.

Pick up as you go (unless you cannot due to needs of a student).

Pick up when there is downtime.

Clean classroom areas when there is downtime (manipulatives, tables, dishes, etc.)

Attention to meeting students' needs always comes before having a clean environment.

Documentation

COMMUNICATION CENTERED TRAINING BINDER

2 COMPREHENSIVE MANUALS

Welcome to our classroom! I'm so happy to be working with you this school year. This handbook is for you to use so both the students and staff have the best possible experience. Please review the handbook and ask me any questions you might have related to the provided information.

Qualifications for working in the our room:

- o Positive attitude
- o Excellent attendance
- o Able to lift 60+ pounds
- o Able to address hygiene needs for students
- o Strong team ethics
- o Excellent communication skills with staff
- o Understanding and abiding in all classroom rules
- o Ability to follow a schedule with minutes

Personal needs

- o Schedule is 7:45am to 2:55pm. A half-hour lunch is included and a 15 minute break is provided from 2:55-3:10.
- o Please be punctual.
- o Arrive to school having met your personal needs and ready to work.
- o If you need a light snack, please be discreet and do not let it interfere with a student's learning, safety, or social interactions.
- o Let teacher know as soon as possible if any personal preparations may be missed.
- o Be aware of absence policy.
- o Sick days: 1/month
- o Personal days: 3/year
- o Holidays: 7 paid
- o Payday is every other Friday

Organization

Our classroom thrives on organization. Because we are using shared materials, we must be able to find things in their original place.

Pick up as you go (unless you cannot due to a student's needs).

Pick up when there is downtime.

Clean classroom areas when there is downtime.

Attention to meeting students' needs always comes first.

Documentation

Become familiar with the areas that hold documentation.

- o Student's individual goals
- o Health needs
 - For example: toileting, seizure, etc.
- o Behavior
- o Inclusion

Any health problems must be documented with the appropriate staff.

People who you should feel free to communicate openly include:

- o Principal
- o Teacher
- o Coordinator
- o Director of Special Education

People you may give limited information to include:

- o Occupational Therapist
- o Speech Therapist
- o Physical Therapist
- o General Education Teacher of student (including special education)
- o Substitute teachers

Information about these individuals should also be shared with the appropriate staff.

Philosophy

Person First Language

A person's disability should never define who a person is. For example, not say:

- o The autistic boy
- o The wheelchair-bound kid
- o A CP girl

Instead, we would define them as a person first who happens to have a disability. For example:

- o The boy with autism
- o A kid who uses a wheelchair (By the way, NEVER use "wheelchair-bound". We do not believe in binding anyone!)
- o The girl with CP

Personal Hygiene

Many of our students will require toileting or other hygiene supports. These are extremely personal matters. Discussions about hygiene must be done privately with students or outside adults in hearing distance. This includes privacy when telling a staff to document "VV" or "BM" on a form.

All new staff must go through training prior to independently supporting a student in the restroom, transitioning from equipment (wheelchair, stroller, etc.)

Some trainings will last longer than others.

All staff is expected to wash hands prior to handling food or a G-tube. They are also expected to wash hands after assisting in the restroom.

Restroom surface areas (toilet and sink) must be cleaned after use.

CLASSROOM SPECIFIC

Classroom Handbook

for

Paraprofessionals

3. Avoiding Favoritism: While it might be easier to connect with students who consistently meet expectations, it's important to recognize that each child is unique, learning at different paces and exhibiting various temperaments. Ensure that you provide equal attention to all students, including those who may be more reserved, as they might feel overlooked. Remember, students face challenges in their education, so aim to be a source of support rather than an additional obstacle.

4. Recognizing Diverse Learning Needs: The students you work with will have varying learning differences. Your role is not to confront these issues directly but rather to collaborate with teachers to identify effective strategies that can help each child achieve their goals.

5. Modeling Positive Behavior: Students learn a great deal by observing the adults around them. Your positive attitude in the classroom can encourage similar behaviors in students. They often imitate your actions and language, so embody fairness and consideration at all times.

6. Private Corrections: If a student makes a mistake, address it privately rather than in front of the class. Public reprimands can be humiliating and may inadvertently lead to increased misbehavior as students seek attention. Always extend the same respect to students that you wish to receive in return.

7. Professionalism in Support: Arrive at school prepared to support your students effectively. Personal issues should remain private and not interfere with your ability to assist them. Remember that students are not your confidants nor should they bear the burden of your concerns; they deserve your full attention and support.

Working with Teachers and Teams

Your journey as an assistant truly begins on your first day. It's essential to actively engage and seek clarification about your role. Familiarize yourself with the subjects being taught and establish relationships with the students you will be supporting. Understand the scheduling process for children, the method for tracking attendance, and the reports you are responsible for maintaining. Additionally, become acquainted with the available resources, such as Chromebooks and printers.

Pay attention to the conversations happening within the school environment, including faculty meetings, lunch gatherings, and informal discussions before and after school. Taking detailed notes during these interactions will assist you in retaining information, clarifying concepts, and reflecting on your experiences as you complete your responsibilities each day.

Paraprofessional Expectations

Paraprofessionals play a vital role in fostering a supportive, structured, and inclusive classroom environment. Your professionalism, attentiveness, and commitment directly impact students' academic growth and emotional well-being. The following expectations are designed to guide you in maintaining high standards of conduct, effective communication, and consistent collaboration with teachers and students. By following these principles, you help ensure that every child receives the individualized support they need to succeed.

TRAINING CHECKLIST

Paraeducator Training Checklist

Special education teachers or supervisors must review each component of this checklist with paraeducators. Reviewed annually.

Please review and check off each area:

- ☐ Confidentiality and privacy expectations regarding student information (professional ethics)
- ☐ Overview of the specific needs, strengths, and characteristics of students
- ☐ The role of the paraeducator in relation to the supervising teacher
- ☐ The Paraeducator Handbook: Working with Students with Disabilities
- ☐ Review of classroom routines, schedules, and student accommodation
- ☐ Safety and emergency procedures (medical needs, elopement, crisis response)
- ☐ Data collection and documentation expectations
- ☐ Positive behavior supports, de-escalation strategies, and reinforcement
- ☐ Collaboration with teachers, service providers, and school staff
- ☐ Professional conduct (boundaries, communication, appearance, punctuality)

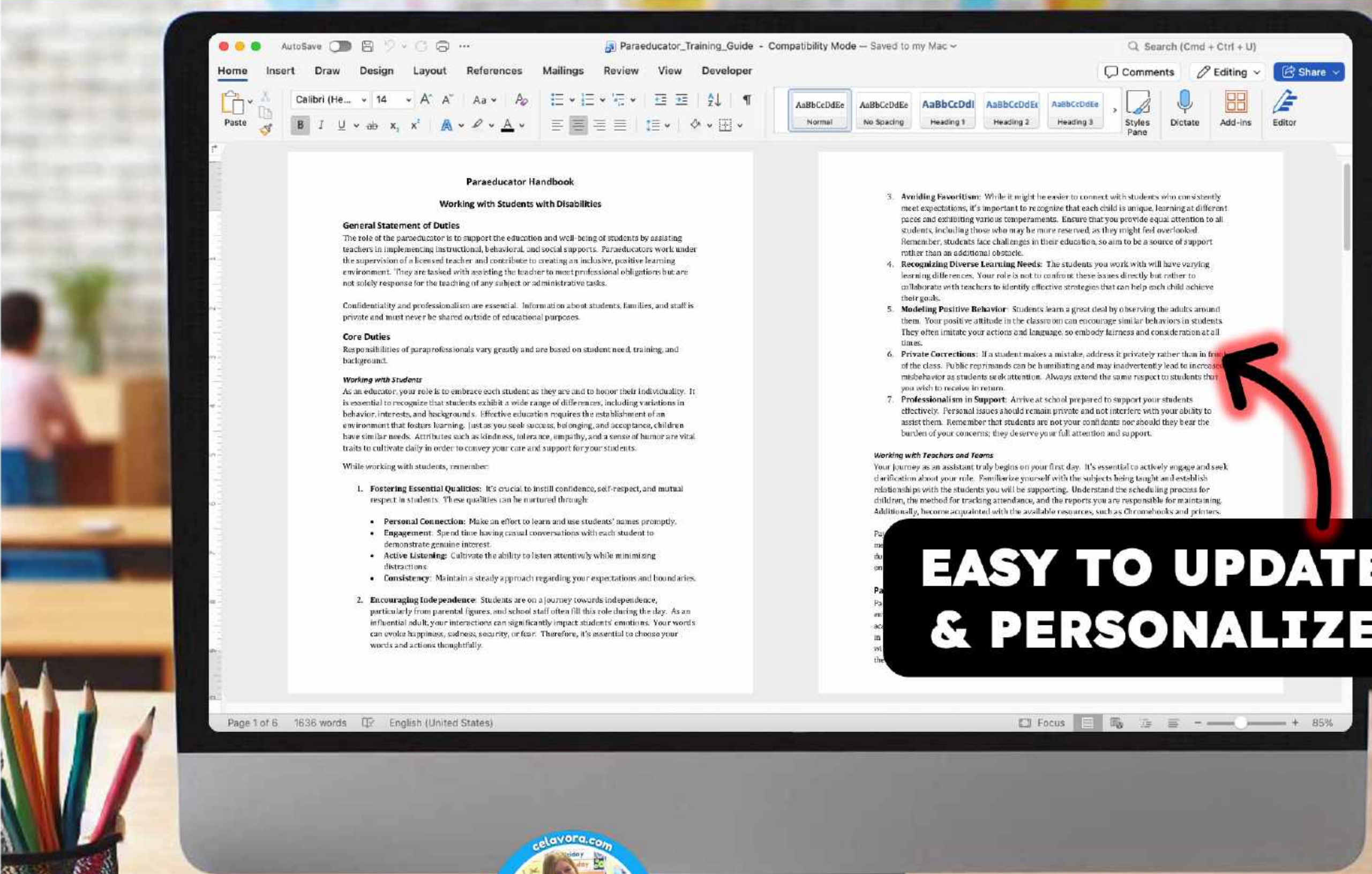
I acknowledge that the above items have been reviewed.

DETAILED JOB OVERVIEW AND EXPECTATIONS

EDITABLE IN MICROSOFT WORD



**EDITABLE BINDER
COVER + SPINE**



**EASY TO UPDATE
& PERSONALIZE**



CHECK OUT THE BUNDLE!

[Click here](#) to get this plus more paraeducator support tools.

PARAPROFESSIONAL CLASSROOM SET UP

Welcome to our classroom! I'm so happy to be working with you this school year. This handbook is for you to use so both the students and staff have the best possible experience. Please review the handbook and ask me any questions you might have related to the provided information.

Qualifications for working in our room:

- Positive attitude
- Excellent attendance
- Able to lift 60+ pounds
- Able to address hygiene needs for all students with respect and dignity
- Strong team ethics
- Excellent communication skills with administration, teacher, and fellow staff
- Understanding and abiding in all confidentiality requirements
- Ability to follow a schedule with minimal variances

Personal needs

- Schedule is 7:15am to 2:55pm. A half-hour lunch is included and a 15-minute break is provided from 2:55-3:10.
- Please be punctual.
- Arrive to school having met your personal needs and ready to work.
- If you need a light snack, please be discreet and do not let it interfere with a student's learning, safety, or social interactions.
- Let teacher know as soon as possible of any upcoming absences so preparations may be made.
- Be aware of absence procedures.
- Personal
- Holidays
- Payday

Behavior Plan Summary

Student's Name: _____ Primary Disability: _____

Behavior of concern: _____

Replacement behaviors: _____

Behavior goal(s): _____

Proactive Strategies To Prevent Behavior Escalation

- ☐ Break
- ☐ Cue cards
- ☐ Social stories
- ☐ Visual schedule

Reinforcement To Motivate Positive Behaviors

- ☐ Computer
- ☐ Noise home
- ☐ Preferred activity
- ☐ Sensory room
- ☐ Snack
- ☐ Slicker/token
- ☐ Treasure box
- ☐ Other: _____

De-escalation Strategies

IEP-at-a-Glance

Student Information

Name: _____ Date of Birth: _____ Grade Level: _____

Parent's Name: _____ Address: _____

Phone Number: _____ IEP Date: _____ Disability: _____

Strengths: Summarize present levels of performance. _____

Concerns: Summarize needs and deficits. _____

Academic Strengths

- ☐ Accepts help/correction
- ☐ Applies lessons to real world
- ☐ Creativity
- ☐ Critical thinking
- ☐ Finishes work in given time
- ☐ Prepared
- ☐ Makes predictions
- ☐ Recalls details
- ☐ Organized
- ☐ Perseverance
- ☐ Works independently
- ☐ Student will participate state mandated testing

Communication Strengths

- ☐ Answers questions
- ☐ Asks questions
- ☐ Completes written work
- ☐ Engages in conversation
- ☐ Expresses self clearly
- ☐ Follows directions
- ☐ Makes choices
- ☐ Initiates communication
- ☐ Participates in discussions
- ☐ Uses appropriate humor
- ☐ Uses conventional grammar
- ☐ Student will participate in an alternative assessment.

Social Strengths

- ☐ Accepting of others
- ☐ Accepts responsibility
- ☐ Follows rules and routines
- ☐ Establishes eye contact
- ☐ Honest
- ☐ Makes and maintains friends
- ☐ Makes good choices
- ☐ Responds to social cues
- ☐ Takes turns/shares
- ☐ Understands personal boundaries
- ☐ Works well with others

Accommodations (Check all that apply.)

- ☐ Alternative seating
- ☐ Alternative indicating
- ☐ Assistive technology
- ☐ Extended time
- ☐ Modified work
- ☐ Own materials
- ☐ Paper copy
- ☐ Preferential seating
- ☐ Read aloud to self
- ☐ Read aloud to student
- ☐ Scribe
- ☐ Tested individually
- ☐ Tested small group

Staff Schedule (as of 8/1/2024)

Time	Classroom	Resource	Classroom	Resource	Classroom	Resource
7:45-8:00	Alexa & Tyler	Active 8-15	Zaki	Juan & Taylor	1:1-Jacob	
8:00-8:15						
8:15-8:30	Whole class-as needed		Duty free break			
8:30-8:45						
8:45-9:00	Keyshawn, Michael, Olivia					
9:00-9:15	MM A					
9:15-9:30	Inclusion		Juan, Taylor, & Ethan	Duty free break		
9:30-9:45	MM B					
9:45-10:00	Alexa					
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00	Whole class-as needed		Duty free lunch			
11:00-11:15						
11:15-11:30						
11:30-11:45						
11:45-12:00						
12:00-12:15	Duty free lunch	ACE Lunch	ACE Lunch	ACE Lunch	Duty free lunch	
12:15-12:30	Alexa	Recess	Recess	Recess	Recess	
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						
3:00-3:15						

Paraprofessional Handbook

Welcome to our classroom! I'm so happy to be working with you this school year. This handbook is for you to use so both the students and staff have the best possible experience. Please review the handbook and ask me any questions you might have related to the provided information.

Student Schedules 2024-25 (as of 8/1/24)

Time	Classroom	Resource	Classroom	Resource	Classroom	Resource
7:45-8:00	Alexa & Tyler	Active 8-15	Zaki	Juan & Taylor	1:1-Jacob	
8:00-8:15						
8:15-8:30	Whole class-as needed		Duty free break			
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8:45-9:00	Keyshawn, Michael, Olivia					
9:00-9:15	MM A					
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9:30-9:45	MM B					
9:45-10:00	Alexa					
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00	Whole class-as needed		Duty free lunch			
11:00-11:15						
11:15-11:30						
11:30-11:45						
11:45-12:00						
12:00-12:15	Duty free lunch	ACE Lunch	ACE Lunch	ACE Lunch	Duty free lunch	
12:15-12:30	Alexa	Recess	Recess	Recess	Recess	
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						
3:00-3:15						

Caroline Koehler

- ✓ Paraprofessional Bundle
- ✓ Organization & Communication
- ✓ Complete editable templates