

PARAEDUCATOR HANDBOOK 2021-2022



Arnold Public Schools

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Section 1: District Information

District Information

Superintendent: Joel Morgan

Director of Special Education: Joel Morgan

Principal

K-6 : Chanc McIntosh

7-12 : Joel Morgan

Phone Numbers

Superintendent: 402-984-1873 or 308-848-2226

Principal: 308-870-3464 or 308-848-2226 ext. 407

**Arnold Public Schools
2021-22 School Year**

August 16	Teacher In-Service		
August 17	Teacher In-Service		
August 18	1st Day of School		
August 23	No School for K-5- Data Analysis		
September 1	2:40 Dismissal- Professional Development		
September 6	No School – Labor Day		
September 16	1:30 Dismissal for Students & Parent/Teacher Conferences 2:00-8:00		
September 17	No School		
September 29	2:40 Dismissal- Professional Development		
October 15	End 1 st Quarter	41 days for students	43.5 days for staff
October 20	2:40 Dismissal- Professional Development		
October 29	No School—Fall Break		
November 17	2:40 Dismissal- Professional Development		
November 24	1:30 Dismiss for Thanksgiving		
November 25 & 26	No School – Thanksgiving Break		
December 22	12:00 Dismissal- Teacher Workday in the Afternoon		
	End of 2 nd Quarter	44.5 days for students	45 days for staff
	End of 1 st Semester	85.5 days for students	88.5 days for staff
January 3	No School- Teacher In-Service		
January 4	School resumes for students		
January 26	2:40 Dismissal- Professional Development		
February 10	1:30 Dismissal for Students & Parent/Teacher Conferences 2:00-8:00		
February 11	No School		
February 23	2:40 Dismissal- Professional Development		
March 9	End 3 rd Quarter	46 days for students	47.5 days for staff
March 10 & 11	No School – Spring Break		
March 23	2:40 Dismissal- Professional Development		
April 8	No School – Bobcat Track & Golf Invite- Teacher Workday		
April 15	No School- Good Friday		
April 18	No School- Easter Monday		
April 20	2:40 Dismissal- Professional Development		
May 14	Graduation 2:00PM		
May 18	11:00 AM Dismissal- Teacher Workday in the Afternoon		
	End 4 th Quarter	44.5 days for students	46 days for staff
	End of 2 nd Semester	90.5 days for students	93.5 days for staff
Total days for the year		176 days for students	182 days for staff

SCHOOL HOURS

Elementary/Middle School/HS

8:00 – 3:44

PAY PERIODS

You will be paid once a month, based on your time clock hours. You will receive your paycheck on or around the 10th of each month.

TIME CLOCK

You need to clock in each day when you arrive and leave. You may clock in no more than five (5) minutes before you are scheduled. Your scheduled time will be determined by the needs of the students you have been assigned to work with. Administration will communicate with you if you have hours that are an exception to normal school hours.

During your workday, you are entitled to two 20-minute breaks and one 30-minute lunch break. We do not require that you clock out during these breaks. If you leave the building during your breaks, please communicate with your directly supervising teacher, the school secretary, or the principal. If we must interrupt your break to intervene with a student, you will be given the opportunity to reclaim that break time later in the day.

LEAVE POLICIES & PROCEDURES

Your attendance each day is very important.

Paraprofessionals are often assigned to provide assistance to children that need continuous or extra attention. The paraprofessional's absence from his/her assigned students may disrupt the schedule that has been created according to IEP's for students, so para's should never underestimate the importance of their role. All efforts should be made to be present daily.

However, we understand there are times when you must be absent from work. If you will be absent it is important to contact the Principal as soon as possible, who will then determine if your position requires a substitute for the day.

Procedure for reporting an absence:

Notify the Principal as soon as you know you will be absent, or in advance if you know of a specific date in the future you must be absent:

Cell phone: 308-870-3464

Office: 308-848-2226 ext. 3

If no one is available to take the call, please leave a clear message.

Long term substitutes, e.g. for maternity leave or illness, will also be obtained and approved by the Principal.

PERSONAL/SICK LEAVE DAYS:

Paraprofessionals will receive the following paid leave time: 4 paid holidays which include; Labor Day, Thanksgiving, Christmas Day, and New Years Day, and 5 paid personal days (non-accumulating). These days will need to be requested through administration. Days taken beyond this number will be subject to conference with the administration to determine if FMLA or ADA requirements apply. If not, the Building Principal will develop a plan of improvement, and corrective action may be taken if necessary. Paraprofessionals, and all hourly school employees who work more than 15 hours a week, are entitled to Nebraska Public Employee Retirement System contributions, and will receive retirement benefits according to NPERS policies.

Emergency Contact

In the event that school must contact you as emergency outreach (i.e. school cancellation for snow, etc) you will receive an automated call via the BlackBoard Connect System. Please make sure the school secretary has the contact information that you would most like to be reached at to ensure proper and timely communication.

REQUIREMENTS OF EMPLOYMENT

Each paraeducator must meet of the following requirements:

- High School Diploma or GED

In addition, paraprofessionals must obtain one of the following requirements:

- Two years of college (48 credit hours +)

- An Associates degree
- Demonstrated knowledge, through a formal state or local assessment, of the ability to assist reading readiness, writing readiness, or mathematics readiness as appropriate
 - Approved State Assessments include:
 - ParaPro with a score of 456 or higher
 - <http://www.ets.org/parapro/>
 - Para Educator Learning Network (Master Teacher) with a score of 70% on the comprehensive exam
 - <http://www.masterteacher.com>
 - Workkeys (ACT) with scores of Writing-4, Reading-4, Math-3, Instructional Skills Inventory-150
 - <http://www.act.org/products/workforce-act-workkeys/>
 - Project Para (UNL) with a composite score of 116
 - <http://para.unl.edu/ec/>

Paraeducators in early childhood must meet the requirements of Nebraska Department of Education Rule 11. Since Arnold Public School does not currently house a preschool or employ paraprofessionals for the purpose of early childhood education, this does not apply.

E-Mail and Acceptable Use Policy

In order to provide a way for administrators, process coordinators, teachers, and/or central office to be able to communicate district information to you in a timely manner, and for you to have the ability to contact someone within the district, you will be given access to the district e-mail. This is for school-related business only.

You should check your email regularly. Para's are assigned a school-owned laptop, and therefor access to email is readily available. Computers issued to para's are subject to agreement to abide by the APS Acceptable Use Policy.

Faculty Acceptable Use Policy

Arnold Public Schools offers access to the Internet, the network and the network file server, as part of its educational experience. However, because of the wide range of information available (some of which may be offensive on the Internet), it is our administrative policy to require faculty recognition of the rules and regulations before granting access to faculty. While the school district will do as much as possible to encourage wholesome use and discourage offensive use, the decision ultimately lies with the faculty member.

It is also the policy of Arnold Public Schools and Educational Service Unit 10 that such Internet and network access be only for the purpose of completing directed and educational activities. Recreational browsing on the Internet, destructive behaviors to the network or to other users, is therefore not recommended. The Arnold Public School System may revoke access to the Internet, the file server and the network, if the faculty member chooses to violate the terms or spirit of this agreement, at which time you will be notified. Should the faculty member decide to violate any of the aforementioned rules or regulations, the faculty member will be disciplined according to school policy and the teacher handbook.

Your signature grants consent for you to have access to the Internet for the purpose of completing educational activities and relieves the district from responsibility should you choose to engage in any of the activities excluded in this document. Should you decide to violate any of the aforementioned rules, policies or regulations, you will be disciplined according to school policy.

I understand and will abide by the procedures and Acceptable Use Policy for Independent Access to the electronic resources of Arnold Public Schools. I further understand that any violation of the regulations above is unethical and should I commit any violation, my access privileges may be revoked, school disciplinary and/or appropriate legal action may be taken.

In consideration for the privilege of using the Arnold Public Schools electronic resources and in consideration for having access to the information contained on it, I hereby release and agree to hold harmless Arnold Public Schools from any and all claims or damages of any nature arising from my access, use, or inability to access or use the computers or network system.

(Faculty Signature)

(Date)

CHAIN OF COMMAND

Paraprofessional
To
SPED Case Manager or Regular Education Teacher
To
Principal
To
Superintendent
To
School Board

If you have a concern you wish to discuss, please use the above as a guideline for whom to report your concern. Depending on the area of concern, you will first report to the SPED Case Manager or Regular Education Teacher. If at any time you choose to skip a level in the Chain of Command, due to the type of concern you have, you will be directed back to the appropriate link in the chain.

CONFIDENTIALITY

Please be reminded that all issues concerning the students we work with must remain confidential. You may only discuss student issues with the general education or resource teacher, the principal, or the superintendent. If you firmly believe a parent should be communicated with regarding a student, please allow the regular education or resource teacher to make that contact. If a parent asks you a direct question that you have the answer to, you may answer, but still refer that parent back to the resource or general education teacher for clarification. If evidence is presented that confidentiality has been breached, you may be dismissed from your position at the discretion of school administration.

Teacher Name	Grade/Subject Taught
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Section 2: Classroom Information

Emma Stelling	Preschool
Traci Kennedy	Kindergarten
Molly Atkeson	First Grade
Sadie Rotherham	Second Grade
Jamie Neth	Third Grade
Katie Blowers	Fourth Grade
Kevin Neth	Fifth Grade
Todd Phelps	Middle School
Jason Wehnes	MS/HS Social Studies
Ashley Nansel	Guidance Counselor
Amanda Badgley	Elementary Special Education
Kallie Bush	Music
Haley Furrow	Speech Path (ESU10)
Bryson Kennedy	Industrial Arts
Katie Berglund	Visual Arts
Jeff Cole	Physical Ed./Business
Mat Jageler	Business/Technology
Nicole Badgley	Secondary English/Technology
Debby Moninger	Library/Secondary English
Liz Brown	Secondary Resource (7-12 SPED)
Melissa Sandager	Secondary Science
Andy Schwarz	Secondary Math
Nicole Recoy	Title 1

Arnold Public Schools Para-Educator Job Description

A Successful Para-educator Will Be:

- Compassionate
- Focused
- Patient
- Flexible
- Creative
- Self-Motivated
- Comfortable taking direction from others
- Have experience with children
- Energetic
- Possess adequate skills in reading, writing, math, and technology

Job Duties May Include (but are not limited to):

- Monitoring of students in large groups (lunchroom, playground, etc)
- Working individually with students who are struggling with concepts
- Carrying out lessons or instruction as prepared by classroom or subject teacher
- Reporting on perceived progress of students to teachers or principal
- Maintaining strict confidentiality
- Correcting assignments
- Monitoring seatwork/assisting with homework time for students
- Utilize technology to deliver interventions
- Assist teachers with students who have behavior issues

Logistics of the position:

- Hours will be not less than 30, but not more than 40 hours
- Starting salary is set by the Arnold Public Schools Board of Education and is reviewed by school board annually
- Salary is paid hourly during the months school is in session
- Paras will have all holidays and breaks according to the school calendar
- Paras are expected to present themselves appropriately dressed for their assigned duties in clothing of a professional appearance (what might be considered as “business casual”). If it is necessary to deviate from this policy, permission must be granted by administration.

Activities that may NOT be delegated to Paraeducators:

- The identification of learner needs and instructional goals
- Planning of lessons to meet those goals
- The modification of instructional strategies to meet the needs of learners
- The evaluation of the effectiveness of instruction
- Paraeducators are not the entity responsible for involving parents in the education of their children

Teachers are responsible for:

- Providing feedback to administration about Para performance
- Developing lesson plans that meet the curricular requirements and objectives of learners
- Adapting lessons and materials
- Developing Behavior Management Plans
- Engaging learners in instructional environments
- Involving parents in their child's education
- Seeking assistance from other licensed professionals who provide related services
- Analyzing the results of standardized tests
- Developing informal assessment tools to document progress and instructional need.

INTERACTING WITH STUDENTS IN YOUR WORKLOAD

- Know your student's preferred ways of communication.
- Model good communication skills and coping strategies.
- Involve classmates as communication partners.
- When supervising groups, enable students do as many things on their own as possible.
- Do not "camp out" right next to a special needs child. Move freely around the room and come back to your student as needed. Encourage independence.
- Encourage "partial participation with support" to the extent possible.
- For students with communication weaknesses, allow sufficient time for students to respond to requests.

- Use the least intrusive reminder, cue or prompt to encourage a student to complete a task.

COMMUNICATION WITH THE REGULAR EDUCATION TEACHERS

- Have open communication with the regular classroom teacher.
- Discuss what expectations he/she has in the classroom.
- When a problem arises, if you are comfortable discussing it with the classroom teacher then it is best to talk to her/him directly. If it is something that cannot be discussed with that person then go to the SPED case manager of the student.
- Do not critique or contradict a teacher, or suggest ideas of how to perform a lesson.
- Ask questions if ever in doubt.
- At the beginning of the school year each paraprofessional and special education teacher will meet with the regular classroom teacher to discuss expectations and ideas on how to best meet the needs of the special education child in that classroom.

WEAPON-FREE WORKPLACE

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sandclub, metal knuckles, or throwing star;

6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, such as a stun gun; and
8. The term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a staff member desires to carry or possess a personal safety or security device, the staff member must obtain prior approval from the building principal before bringing such device on school grounds. If a staff member obtains prior approval from the building principal, the staff member must store the device during the school day in a secure location designated by the building principal. A staff member shall not carry the personal safety or security device during the school day.
9. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession or within reach (such as in the teacher's vehicle), as well as in a teacher's desk, locker, briefcase, backpack, or purse.

Program Modifications and Accommodations

As identified in IDEA 2004, a student with a disability may be provided with various modifications and accommodations in the classroom and in testing situation.

“The IEP includes a statement of the program modifications that will be provided for the child to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extra-curricular activities, and to be educated and participate with other children with disabilities and non-disabled peers.”

All modifications and accommodations are determined by the student’s IEP team and documented in the IEP. The student’s IEP will specify what modification and accommodations they are to receive (see sample pages). As a paraprofessional, you will be responsible for assisting in providing these modifications and accommodations, as well as monitoring their use, and to provide feedback in regards to their success and need to the SPED Case Manager.

Below is a description of some of the most commonly used modifications and accommodations. If you are unsure about how to provide a specific modification or accommodation, or have concerns in regards to their use talk with your SPED Case Manager as soon as possible for clarification.

- | | |
|------------------------------|---|
| <u>Paraphrasing:</u> | Re-word the question to help the student understand what it is asking. Terms may be defined as long as they: 1) are not the actual concept or content, 2) would not give clues, or 3) would disclose the answer. |
| <u>Oral Reading:</u> | Read each question and answer verbatim to the student. |
| <u>Pointing to response:</u> | The student points to their response and the paraprofessional records the student’s response in the appropriate place. |
| <u>Dictation to scribe:</u> | The student responds orally. The paraprofessional cannot suggest ideas, words, or concepts. The paraprofessional records the student’s answer verbatim. The student should indicate capitalization and punctuation, if language mechanics are being assessed. |
| <u>Arithmetic Tables:</u> | Students use charts to assist in simple addition, subtraction, multiplication and division facts. |

<u>Graph Paper:</u>	Students use graph paper to assist with organizing and lining up their work.
<u>Extended Time:</u>	The student can have more time to complete an assignment or test if needed. This is beyond the time limit given by the classroom teacher or the testing manual. Be sure to check with the SPED Case Manager and Classroom Teacher in regards to the amount of extended time allowed.
<u>Testing individually:</u>	This is used when responses are given orally.
<u>Preferential Seating:</u>	The student is seated in the area of the classroom that best meets his/her educational needs (example: Away from noise and distractions, near the door, front of the room).
<u>Cheerleader:</u>	A teacher or paraprofessional who keeps the student motivated to give their all to every task and to not give up.

Definitions of the most common Special Education Verifications

AUTISM

DESCRIPTION

As a school district, we can only identify a student with “educational autism”, which means they have met the school requirements, but may not have been diagnosed with autism by a doctor. Autism refers to students who have difficulties in their communication skills, sensory deficits, interpersonal skills, self-stimming behaviors, and inappropriate emotions.

Students with *Asperger’s Syndrome* are becoming more frequent. These are students who are high functioning in the classroom, but have distinct characteristics of autism: do not react well to change, poor communication and social skills, and have intense interest in specific areas. Students who may be receiving services for autism will display a wide-range of behaviors, academic skills and abilities. No two students will be alike

GENERAL CHARACTERISTICS

Although these are very general descriptions and will not apply to all students with autism, some students may:

- *relate poorly to people, objects or events
- *have unusual responses to sensory information (sounds, textures, food, lights, etc.)
- *have limited range of interests
- *have difficulty communicating
- *prefer an unchanging environment
- *not work or play well in groups
- *demonstrate repetitive movements or sounds
- *develop slowly with physical, social, language, or learning skills

INSTRUCTIONAL STRATEGIES

- *provide structure in the environment and prepare student for transitions between activities
- *break instruction into small steps and make directions clear and short
- *be as concrete as possible
- *reinforce positive behaviors
- *deliberately teach and demonstrate appropriate social skills

DEAF/BLINDNESS

DESCRIPTION

This refers to students who have moderate to severe problems in both vision and hearing. There is a low incidence rate of students who fall into this category. Students with this will require the use of specialized special education services such as sign language interpreters and specialists who work with orientation (awareness of one's placement in relation to other people and things) and mobility training (learning to move from one place to another). Students may also use Braille and sign language.

EMOTIONAL DISTURBANCE

DESCRIPTION

This is a student who demonstrates behaviors that interfere with his or her ability to learn and be successful in the classroom. To qualify for special education services, the student must have a documented emotional disturbance in addition to exhibiting the behaviors to an extent that they interfere with learning.

INSTRUCTIONAL STRATEGIES

- *develop and use a clear behavior plan that identifies expectations and consequences
- *know what to do when unacceptable behavior occurs
- *be responsible for your reactions to the student's misbehaviors
- *help the student develop self-monitoring techniques
- *develop cues to subtly make the student aware of inappropriate behaviors
- *research to see if there are certain triggers that lead to misbehavior and experiment with changing areas that are identified as triggers
- *start each day with a clean slate; do not hold a grudge

HEARING IMPAIRMENTS/DEAF

DESCRIPTION

Hearing impairments are the inability to hear sounds and discern clarity, ranging from a slight hearing loss to deafness. It usually results in communication problems in the regular classroom. A student's speech and/or language may be affected due to not being able to hear the sounds when speech was being developed. Reading and writing may also be delayed, especially sentence structure and word order. Some students may talk too loudly, too softly, or interrupt others.

INSTRUCTIONAL STRATEGIES

- *allow preferential seating
- *try to reduce background noises
- *get student's attention before talking or giving instructions
- *teach student to care for any specialized hearing equipment
- *face student when talking and don't move around or stand in front of a light or a window
- *use complete sentences when talking
- *preview new vocabulary or concepts when able to
- *provide visual cues and aids when possible
- *encourage and create peer interaction- other students can help take notes, and clarify instructions, etc.

MENTAL HANDICAP

DESCRIPTION

A student with a mental handicap is considered to have below average intelligence, as well as social functioning and self-help skills. These students will demonstrate a slower pace of learning, immature social skills and self-help skills, and below-average language and academic skills. They are generally behind in all areas of academics and cannot communicate on the same level as their peers.

INSTRUCTIONAL STRATEGIES

- *instruction should be concrete and relevant to the student
- *repeat instructions and allow for lots of practice
- *allow for a longer time for the student to respond to questions
- *break tasks into small parts
- *show how to do something, not just tell
- *directly teach social skills and facilitate peer interaction

MULTIPLE DISABILITIES

DESCRIPTION

Students with multiple disabilities have two or more disabling disabilities, and one is usually mental retardation. Abilities are severely affected, and it's generally difficult to tell which disorder is the primary area of disability. Students require extensive support in life skills.

ORTHOPEDIC DISABILITY

DESCRIPTION

A student with an orthopedic disability was either born with or acquired the condition. The most common are: cerebral palsy, muscular dystrophy, spina bifida, and missing or abnormal limbs.

INSTRUCTIONAL STRATEGIES

- *watch for fatigue- - these students may tire more easily and require more breaks
- *become familiar with medical needs of students, and follow prescribed guidelines
- *become familiar with emergency procedures (fire drills) and know what special needs your student requires

- *become familiar with special material the student may need and the best way to use the material and position the student
- *be respectful of the student's privacy
- *monitor the student's safety and health

OTHER HEALTH IMPAIRMENT

DESCRIPTION

A student who experiences permanent health problems, which may include: epilepsy, allergies, asthma, ADD, ADHD or diabetes may receive special education. It must be documented that the health concern severely affects the student's education.

Instructional strategies would be the same as for those with an orthopedic disability.

SPECIFIC LEARNING DISABILITY (SLD)

DESCRIPTION

A student with a learning disability has normal to above-normal intelligence, but is not performing to that ability in one or more academic areas. A student may have a learning disability in: basic reading, reading comprehension, written expression, math calculation, math reasoning, listening comprehension, or oral expression. It is hard to understand why a student has trouble in a particular area, and what works for each student will be different.

INSTRUCTIONAL STRATEGIES

- *use jingles, rhymes, initials, acronyms, or even silly songs to help the student remember information or procedures
- *develop compensation strategies to help build on the student's strengths
- *help the student keep an assignment calendar or agenda
- *have student read along with taped text
- *don't continue to use methods that have not been successful
- *provide advance organizers
- *allow student more time to process and respond
- *regularly clean out desk, locker, book bag and help student organize papers and books

LANGUAGE DISORDER

DESCRIPTION

Students with language disorders have trouble using and/or understanding language. They may misuse words, have trouble with grammar, or have difficulty with vocabulary, and following directions. Students may have a language disorder in one or more of the following areas: morphology (putting words and word parts together for meaning), syntax (putting words together in the right order), semantics (vocabulary and word meaning), and pragmatics (using function of language to communicate).

INSTRUCTIONAL STRATEGIES

- *provide and encourage opportunities to communicate
- *communicate at the student's level of understanding
- *reinforce important vocabulary
- *model correct grammar and pragmatic skills

SOUND SYSTEM DISORDER

DESCRIPTION

Students with sound system disorders have difficulty producing speech sounds- articulation delays. It may be difficult to understand what the student is trying to say.

INSTRUCTIONAL STRATEGIES

- *working with the speech language pathologist, model correct pronunciation of sounds the student is working on
- *use any visual or verbal prompts from speech or special ed. Teacher
- *do not allow other students to mock or make fun of the student

SPEECH/FLUENCY

DESCRIPTION

Students with fluency disorders exhibit problems with stuttering, pauses, or hesitations.

SPEECH/VOICE

DESCRIPTION

Students with voice delays may have problems with their pitch, quality, or volume of their voice.

INSTRUCTIONAL STRATEGIES

- *use nonverbal listening skills such as eye contact and facial expressions
- *allow the students to finish talking
- *do not finish sentences or words for student
- *incorporate any strategies from the speech teacher

TRAUMATIC BRAIN INJURY (TBI)

DESCRIPTION

TBI is a physical and cognitive disability. It is for students who have had an injury to their brains after birth. The injury usually is from a fall, car accident, blow to the head, or other trauma. In addition to learning problems, these students may also have trouble remembering things, paying attention, thinking and reasoning, walking, and other physical activities.

INSTRUCTIONAL STRATEGIES

- *follow specific instructions from the student's team
- *give directions one step at a time (or have them available to the student written or pictorially)
- *allow breaks and rests, if needed
- *follow established routines and structure

VISUAL IMPAIRMENT

DESCRIPTION

Visual impairments range from blindness, partial sight, to visual defects. Symptoms of an undiagnosed visual impairment include: rubbing eyes, covering or shutting one eye, difficulty reading and keeping his or her place, holding papers too close or too far away, complaining of pain in eye or head, poor handwriting and spacing.

INSTRUCTIONAL STRATEGIES

- *use any special aids such as magnifiers and large print
- *allow preferential seating
- *use raised-line paper for writing
- *enlarge classroom material
- *use concrete materials and tactile aids
- *practice fire drills and other routines

*be specific, with added details such as which desk, how far back, which side, when giving directions

DEVELOPMENTAL DELAY

DESCRIPTION

A Developmentally Delayed student is a child in the early childhood program and has been diagnosed with a delay in one or more of the areas of development: speech, language, academics, and/or behaviors. The child can only be diagnosed before the age of 5, and before starting kindergarten. These students are generally served in our early childhood special education program and have a wide range of abilities. The early childhood teacher will have specifics on the student(s) and will provide duties and responsibilities as needed.

What is Inclusion?

Inclusion is the idea of “including” special education students in their regular education classrooms, with regular peers, to the greatest extent possible. The special education laws are written so that school districts must look at the “least restrictive environment” for each student. This means that we, (special education teams), have to look at each individual student, and make decisions about how we can make their education as close to their non-disabled peers as possible. This is the law.

Once those decisions are made, it is included on the student’s IEP as to how much time the student is in the regular education classroom and how much time the student is in the special education classroom. These times are also allocated as to what the student will be doing when he/she is in the regular ed. classroom and the special ed. classroom. For example, the student may be in the regular ed. classroom for the 30 minutes of instruction time for math, and then to the special ed. room for the remaining 30 minutes of work time. The amount of the minutes and in what specific areas need to be worked on is decided at the IEP meeting. The specific times of the day these areas will be worked on are set up with the regular ed. teacher, special ed. teacher, and paraprofessional. The times of the day are not included in the IEP.

Since the total number of minutes in and out of special education is decided on with the parents and written in the IEP, it is very important that you do not deviate from these

minutes, unless you have approved it by the student's case manager.

Benefits of Inclusion for:

Students

A stronger sense of belonging and expanded opportunities to develop relationships with other students.

A wider array of role models.

Increased interaction and communication opportunities which help students gain sensitivity and acceptance of all students.

A greater emphasis on student strengths as opposed to deficits and limitations.

More extensive repertoire of age-appropriate activities.

Teachers

A decreased sense of isolation.

More opportunities for reflection and self-assessment.

Shared responsibility.

Opportunities to model acceptance of diversity.

Opportunities to learn and model how to cope with change.

Opportunities to encourage students to participate in solving curricular challenges.

**RECEIPT OF 2021-2022 PARAPROFESSIONAL HANDBOOK OF
ARNOLD PUBLIC SCHOOL**

This signed receipt acknowledges receipt of the 2021-2022 Paraprofessional Handbook of Arnold Public School. This receipt acknowledges that it is understand that the I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination. I will comply with the Acceptable use and Internet Safety Policy of Arnold Public School District.

Date: _____

Employee Signature

Return to:

Joel Morgan, Superintendent
Arnold Public School, Box 399, Arnold, NE 69120