

Beloit Special Education Cooperative

Mitchell, Jewell and Lincoln Counties

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Paraeducator Handbook

Sponsoring District

USD No 273, Beloit

Cooperating Districts

USD No. 107, Rock Hills

USD No. 272, Waconda

USD No. 298, Lincoln

USD No. 299, Sylvan/Lucas Unified

Revised and Updated

September 9, 2019

This handbook has been designated for paraeducators in order to clarify the role of a special education paraeducator, to define Beloit Special Education Cooperative policies and expectations for paraeducators, and facilitate the initial adjustment to such a position by a new employee.

Certainly, not everything that a paraeducator may need to know is in this handbook and as a USD #273 employee, you are encouraged to refer to all USD #273 policies found on the district website at www.usd273.org. However, it is hoped that the handbook does answer many of the common questions that new and returning paraeducators may have.

Mission Statement

The Beloit Special Education Cooperative will facilitate the ability of individuals with exceptionalities to function as meaningfully and as independently as possible.

Notice to the Paraeducator

The Beloit Special Education Cooperative and the parents of the children in this classroom have made an agreement that all identifying information about the student and the classroom will be kept confidential. That means that the names of the students and the programs students are involved in will not be discussed. Since you have agreed to work in this classroom, you are a part of that confidentiality agreement.

Do not discuss the students without direction from your supervising teacher and/or administrator. Please do not answer questions community members might ask you about the students in the classroom. (An example might be: "The Beloit Cooperative has made an agreement with parents to keep educational related information confidential and as a paraeducator, I must follow that agreement." Or "I'm sorry, but I'm not allowed to discuss the students I work with.")

If confidential information were shared with members of the community, the parents of the student would have the right to pursue legal issues with this school district.

All paraeducators are required to sign a yearly confidentiality agreement. It is imperative that you follow the confidentiality agreement. If confidentiality is broken, it is grounds for dismissal.

The policies and procedures defined herein are in accordance with USD #273 Board policy and in accordance with FERPA.

All USD #273 Policies can be found online at the District Website <http://usd273.org> under Board of Education. The Paraeducator Handbook can be found online at <http://usd273.org> under Special Education/Staff.

Director reserves the right to overrule any approvals by the teacher or administrator.

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BELOIT SPECIAL EDUCATION COOPERATIVE PARAEDUCATOR HANDBOOK

Utilization of Paraeducators

In order to use a paraeducator effectively, it is necessary that the supervising professional first have a clear vision of his/her own role as a professional. He/she needs to understand the hierarchy of the instructional tasks and then decide which ones best involve his/her time and which ones should be delegated to the paraeducator. The amount and quality of professional supervision given is crucial in deciding what duties paraeducators can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning and design of programs and procedures to meet those needs are professional function. The role of the paraeducator is to provide support under the supervision of the special and general education professionals in the instructional programs, management of students and assistance with non-instructional tasks.

A special education paraeducator is one who is highly qualified to assist and support the special education professional or other professional staff in the delivery of quality instructional and learner supports to students with disabilities but who does not assume the primary responsibility for the classroom. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with teams of educators to provide support and services for students.

Supervision of Students

Paraeducators may work with and supervise students with disabilities in the classroom, hall, restroom, therapy area, gymnasium, on the playground, and in other specified instructional areas under the supervision of the professional to whom they are assigned.

A supervising professional may leave the class under the supervision of the paraeducator. The length of time the professional is out of the classroom should be kept to a minimum. If the supervising teacher must leave the campus, another professional on campus should be designated as the supervisor of the class and the paraeducator. The designated professional may be the principal or a certified special or general education professional staff member.

Off-campus activities, such as committee based training, work-study placements and community programming, may be supervised by paraeducators. The paraeducator also may accompany small groups of students on shopping trips and other such instructional activities without the supervising professional being present. The supervising professional must work with the paraeducator and students at least twice a week progressing toward accomplishment of program goals.

The following guidelines for the roles and responsibilities can be used to help clarify the duties of the instructional paraeducator. This example compares and contrasts the duties of both the

instructional paraeducator and the supervising professional. These duties may vary considerably depending upon the situation.

The responsibilities of paraeducators are generally supportive in nature. The supervising teacher assumes primary responsibility for the exceptional students and the instructional classroom.

Roles and Responsibilities

Classroom Organization

Teacher Role	Paraeducator Role
Plans weekly schedule, lessons, room arrangements, learning centers, and activities for individuals and the entire class.	Implements plan as specified by the teacher.

Assessment

Teacher Role	Paraeducator Role
Diagnoses educational needs, administers and scores formal and informal tests.	Administers informal tests and scores/compiles data associated with informal tests.

Setting Objectives

Teacher Role	Paraeducator Role
Determines appropriate objectives for groups and individual children.	Carries out activities to meet objectives.

Teaching

Teacher Role	Paraeducator Role
Teaches lessons for the entire class, small groups, and individual children and revises instructional programs and designs instructional materials.	Reinforces and supervises practice of skills with individual and small groups. Monitors student progress in instructional programs and relates findings to supervising professional. Assists in the designing of materials.

Behavior Management

Teacher Role	Paraeducator Role
Observes behavior, plans and implements behavior management strategies for entire class and for individual children.	Observes behavior, carries out behavior management activities.

Working with Parents

Teacher Role	Paraeducator Role
First line of communication with parents of students served. Meets with parents and initiates conferences concerning child's progress.	Makes the professional aware of any uninitiated communication with parents. Is not to initiate communication with parent.

Building a Classroom Partnership

Teacher Role	Paraeducator Role
Arranges schedule for collaboration with paraeducator, shares goals and philosophy with paraeducator, organizes job duties for paraeducator.	Shares ideas and concerns during collaboration with teacher and carries out duties as directed by a teacher and attends staff development opportunities provided as requested.

In addition, the paraeducator's duties are restricted by regulation. Listed below is a list of do's and don'ts for the instructional paraeducator.

Paraeducators may: (Notes clarify non-acceptable responsibilities)

1. Be left alone in the classroom (in a planned way) when the supervising professional is called away.

- **Note:** Paraeducators may not be used as a regular education substitute. Paraeducators should not be taken from their primary responsibilities and used for substitutes in the regular education setting.

2. Work without direct supervision with individuals or groups of students on concepts introduced by the supervising professional.

- **Note:** May not teach new concepts and skills that have not been previously taught, nor program or prescribe educational activities or materials without the supervision and guidance of the professional.

3. Have specific instructional and management responsibilities for students with disabilities, functioning as part of the instructional team, carrying out programs set up by consultants.

Note: May not be given sole responsibility for working with individual students, (i.e. working without any instructional supervision) or to be assigned to work with one or more of the most “difficult” students the majority of the school day merely for the convenience of the professional.

4. Be used to support the integration of students with disabilities in general education classes by providing direct instruction in the general education classroom.

- **Note:** May not be given primary responsibility for the integration effort of one or more students or used to teach general education curriculum content to students without disabilities if it is not related to the acceptance and education of learners with disabilities into the particular classroom.

5. Be assigned record-keeping tasks relevant to classroom assignments.

- **Note:** Non-instructional tasks, such as grading, sorting, cleaning, bulletin boards and other clerical responsibilities should be kept to a minimum. Research recommends less than 15% of the instructional day of an instructional paraeducator should be clerical duties (for most positions).

6. Assist the professional in supervising exceptional learners at assemblies and group field trips. Take individual students on school related errands, job interviews, recreation, shopping, etc.

- **Note:** Should not take full responsibility for supervising field trips, assemblies, nor take other non-teaching duties usually assigned to general or special education professionals, (i.e., extra duty, rotation duty, school related errands, and school clubs). A district may employ a paraeducator outside their duty assignment to do some of these duties.

7. Assist in development of instructional lesson plans for exceptional learners.

- **Note:** May not be solely responsible for preparing lesson plans or initiating original concepts instruction.

8. May provide medical procedures, if licensed or when trained and approved by appropriate medical personnel for specific student medical procedures.

- **Note:** Medication should be dispensed as per district policies and procedures.

9. May assist in giving teacher made tests, classroom-based tests that measure students' progress on IEP goals.

- **Note:** Are not to select diagnostic or psychological instruments or interpret the results of those instruments. The professional should grade classroom tests that are subjective or essay tests.

It is important to review the Paraeducator Job Description Form and Paraeducator Job Performance Evaluation Form.

JOB DESCRIPTION

TITLE: Paraeducator

QUALIFICATIONS: Minimum – high school diploma or GED AND complete 48 hours at an institution of higher education OR obtain an associate’s degree OR pass a state approved assessment

REPORTS TO: Assigned professional, Principal, BSEC Director, BSEC Assistant Director

JOB GOAL: Assist in the provision of special education and related services. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with teams of educators to provide support and services for students.

PERFORMANCE RESPONSIBILITIES:

- Demonstrate strict standards of confidentiality.
- Demonstrate punctuality.
- Demonstrate attitude that promotes a positive school environment.
- Take responsibility for the quality of own work.
- Provide support for students as planned by professional staff.
- Organize and prepare materials.
- Assist students as needed, including mobility and self-help (diapering, feeding, dressing, etc.).
- Demonstrate problem solving skills.
- Teach self-responsibility.
- Follow team prescribed procedures for academic, social, communication, and behavioral intervention plans.
- Participate in collaborative planning.
- Communicate and work collaboratively with general education teachers, administrators, and other special education service providers/consultants.
- Share in school-wide duties as assigned and which do not conflict with student time.
- Share in recordkeeping duties, including progress monitoring, as assigned by professional staff.
- Participate in in-service and training, both required and as agreed upon by paraeducator and professional staff.
- Support students in all school environments, including community-based training.
- Provide short-term coverage for professional and paraeducator peers.
- Seek assistance from other team members as needed to facilitate student progress.
- Travel to/from schools as required by the job.
- Demonstrate proper techniques in lifting persons or equipment of 50 pounds or more (two or more people needed for weights about 50 pounds or for identified students with lifting concerns).
- Follow district and BSEC policy, protocol, procedures, and programs when implementing duties.
- Other duties as assigned.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provision of the Board's policy on evaluation of paraeducator personnel.

Supervision and Evaluation of Paraeducators

It is important to review the Paraeducator Job Description Form and Paraeducator Job Performance Evaluation Form.

Instructional paraeducators will be directly supervised and evaluated by the special education and general education personnel to whom they are assigned. Overall supervisory and evaluation responsibilities should be monitored by the principal as is done for other school staff members.

New paraeducators will have a 20-day probation period (20 working days) in which the special education personnel to whom they are assigned will evaluate them. During this probation period an hourly rate of pay will be reimbursed at a rate approved by USD #273 Board of Education. At the conclusion of the probationary period the Supervising Special Education Staff, Building Principal, Director, and Assistant Director will write a letter of recommendation for hire to the Board of Education Office to be approved at the next available board meeting.

Supervising teachers will evaluate first year and second year paraeducators by November 15 and April 15. Paraeducators starting mid-year will be evaluated within forty-five (45) school days of their starting date and once each semester thereafter for a two (2) year period. Paraeducators will be evaluated by April 1 on a yearly basis after their 2nd year. In the event that a paraeducator has job targets outlined in the evaluation, the supervising teacher and paraeducator shall meet at least every 30 school days to evaluate progress to the target(s).

Beloit Special Education Cooperative Paraeducator Job Performance Evaluation

USD-273 / EMPLOYER'S PERIODIC RATING

EVALUATION CHECKLIST

Definitions of Evaluative Scale:

1. Consistently demonstrates outstanding performance or skill in this performance area.
2. Exceeds Board of Education requirements, usually seen as strength.
3. Meets the Board of Education requirements in this performance area.
4. Meets the Board of Education requirements with exceptions.
5. Must improve in this performance area in order to meet Board of Education requirements.

I. GENERAL WORK RELATED SKILLS

Self
Evaluation
1 2 3 4 5

Appraiser's
Evaluation
1 2 3 4 5

- A. Working with students -----
- B. Working with teaching staff -----
- C. Working with administration -----
- D. Taking direction -----
- E. Rapport with students, patrons,
parents, and associates -----
- F. Communication skills -----
- G. Ability to work independently -----
- H. Accepts constructive criticism -----

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II. PERSONAL QUALITIES

Self
Evaluation
1 2 3 4 5

Appraiser's
Evaluation
1 2 3 4 5

- A. Dependability -----
- B. Cooperation -----
- C. Punctuality -----
- D. Loyalty and pride -----
- E. Poise and self-control -----
- F. Enthusiasm -----
- G. Strives to be positive with all students
- H. Confidentiality -----
- I. Flexibility -----

III. PERFORMANCE OF JOB DESCRIPTION

- A. Strives for self-improvement -----
- B. Supports teacher in meeting the
educational needs of students -----
- C. Follows through with plans of teacher
- D. Completes assigned tasks -----

Written Summary:

Appraisee's Comments:

Appraiser's Comments:

Appraisee: _____ Date: _____

Appraiser: _____ Date: _____

Signature means that the entire evaluation has been reviewed by the appraisee and appraiser.

ESTABLISHED JOB TARGETS

Review Dates:

Appraisee: _____

Appraiser: _____

Performance Area / Strategies / (means by which specific / objective will be achieved)	Target Date	Evidence of Completion

Note: An unsatisfactory rating in any area must be explained and specific suggestions made for improvement on the Established Job Targets for the paraeducator.

If the summation of the Established Job Targets is Unsatisfactory, contact BSEC supervisor. Less than Satisfactory performance during or after the Established Job Targets can result in immediate termination of employment or dismissal at the end of the school year.

When the evaluation forms are completed, the teachers/principal will discuss the evaluation with the paraeducator and complete established job targets if necessary. The paraeducator, the supervising teacher and the principal should sign the evaluation form. The signature of the paraeducator denotes the fact that the conference was held, not that the paraeducator agrees

with the evaluation. Paraeducators will follow USD #273 Grievance Procedures (Personnel Handbook) (Board Policy GAE).

Contract Hours

All contracts will be based on seven-and-a-half (7½) hours per day, thirty-seven-and-a-half (37½) hours per week. Paraeducator contract days will be based on the following:

- Work days to match student attendance days in the assigned district.
- Additional 1 day before school and 1 day after school, at the discretion of the supervising special education teacher.
- Two (2) building in-service days will be paid according to normal work hours per contract as determined by the building principal/special education director. In the event of extraordinary circumstances that create hardship for paras fulfilling the terms of their contracts, such as, snow days, early dismissal, and sports events, there will be the option of working up to two (2) additional days, paid at the regular hourly rate, either at in-service or under teacher supervision at the discretion of the Special Education Director or Assistant Director.

If the paraeducator resides in an out-lying district and their home district does not have school but the district they work in does, the paraeducator is required to attend. In this event the para has the option to use compensated leave if available.

Any in-service/training days beyond normal contract year or extended school year (summer school) will be determined on an individual basis by the Special Education Director and/or Assistant Director.

Any required in-service days beyond the two (2) contracted in-service days are at the discretion of the Special Education Director or Assistant Director. If these are approved, an hourly rate of \$10.00 will be paid. The paraeducator will be required to sign an attendance form for documentation and payment.

In-service Guidelines

Staff development requirements are tiered based on the special education experiences and/or credentials of the paraeducator. Paraeducators must participate in staff development, regardless of the number of hours/day or days/week worked. According to KSDE guidelines, paraeducators who have worked as a Kansas special education paraeducator less than 3 years **(within the past 3 years)** shall participate in a minimum of twenty (20) staff development hours. Paraeducators who have worked as a Kansas special education paraeducator for more than 3 years **(including each of the past 3 years)** shall participate in a minimum of ten (10) staff development hours. A school year may be counted if it was 9 months (or the full school year) AND the appropriate amount of in-service was obtained. Short breaks may have been taken during the year.

Staff development activities must be specifically related to the area and type of program in which the special education paraeducator is employed. Such approved training will be eligible for Professional Development Plan points and associated pay increases.

When hired, and annually thereafter, paraeducators will be provided a minimum of 2 hours of orientation (e.g. confidentiality of student records, important school policies, etc). The remaining required hours average about 2 hours of staff development per month, based on a 9-month contract. If the paraeducator works less than the full school year, the staff development hours required are pro-rated according to the time s/he has been employed.

A month is figured from the date of employment to that same date next month (e.g., August 25 to September 25). This includes school holidays. LEAs must have evidence for the pro-rated amount of staff development activities for the months of reimbursement being claimed.

The following table can be used to determine the number of staff development hours needed.

Time of Employment	20 Hours Required	10 Hours Required
Less than 1 month and 10 days	2	2
Less than 2 months	3	
Less than 2 months and 10 days	4	3
Less than 3 months	5	
Less than 3 months and 10 days	6	4
Less than 4 months	7	
Less than 4 months and 10 days	8	5
Less than 5 months	9	
Less than 5 months and 10 days	10	6
Less than 6 months	11	
Less than 6 months and 10 days	12	7
Less than 7 months	13	
Less than 7 months and 10 days	14	8
Less than 8 months	15	
Less than 8 months and 10 days	16	9
Less than 9 months	18	
9 months or more	20	10

Any paraeducator who does not meet the hours required by the state will automatically be non-renewed for the next school year. A paraeducator will use grievance procedures if a circumstance such as illness or a family emergency exists.

Staff development hours can be earned in the following ways:

- Required attendance at a BSEC orientation held at the beginning of each school year or at the time that a paraeducator is employed during the school year.
- In-service training programs may include up to five clock hours annually of on-the-job learning experiences, which are (1) related to the assignment of the particular paraeducator; and (2) planned and provided by the special education teacher. The paraeducator in collaboration with the supervising teacher will need to write 3-4 sentences reflecting the knowledge and skills gained from each course on the Collaboration Log. The Collaboration Log needs to be filled out, dated and signed by both the paraeducator and the supervising teacher for each course. The completed form will need to be included with the paraeducator's PDP paperwork as verification in order to receive PDP points.
- Completion of PD Now online courses through www.pdnow.net/provenance/ should be completed by April 1st of each year. Completion of 1 course will provide 1 in-service hour. Completion of 2 courses will provide 2 in-service hours and so on.
- Each special education paraeducator may substitute preapproved college coursework in related subjects for in-service hours. Each college credit will be counted as twenty (20) staff development points, applied to the school year in which the coursework was obtained.
- Application and Impact points can apply toward a minimum of twenty (20) hours of staff development. It will require documentation based on instructions included with your PDP forms. Documentation for application and impact hours should be clearly aligned with knowledge level staff development opportunities. Knowledge hours are based on one hour for each contact hour. Application hours should not exceed two times the number of hours of knowledge level training for the topic. The impact hours should not exceed three times the number of hours of knowledge level training. Application and Impact points cannot be used for pay increase/salary movement.

PDP Points (Professional Development Plan Points)

USD #273 policy states that for each 300 PDP points awarded, a 5% pay increase will be earned. Many paraeducator activities translate into PDP points. Write down **only** preapproved college courses on your PDP form. (Please refer to the Paraeducator Matrix on Pages 16-17)

The annual BSEC orientation meeting held in August (before school resumes) will be worth PDP hours/points toward movement on the pay scale. The director will establish an hourly wage for attendance at this orientation meeting.

Workshops specific to current assignment apply to points for movement on the pay scale. Paraeducators required to attend workshop/in-service/building committee work during regular

contract day, will be paid their hourly wage for each hour up to their normal daily rate (on an already guaranteed work day.) If the workshop were 4 hours long, this would convert to 4 PDP points for movement on the pay scale for each hour in attendance at a workshop.

The following committees have been approved for PDP points as of 8/19. This list is not all-inclusive and will be revised as necessary.

Administrator's State Committees
Board Mtgs – those presenting
Building Improvement Team/Leadership Team
Calendar Committee
(USD 298 School Improvement Committee)
Continuous Improvement Grant Committee
Curriculum Committees
Employee Council
Focused Assistance Monitoring Committee
Health Insurance Committee
HCDT – Healthy Community Design Team
ICC-Early Childhood Infant Toddler Committee
KESA
PBIS
PLC Committee
QPA Committees
Salary Committee
Sick Leave Sharing Committee
SIT (Student Improvement Teams)
Site Council
State Department of Ed Committees as Approved by Principals or Superintendent
Technology Committee
USA KPERS Committee
Wellness Committee

College courses related to current or future educator position may apply to points for movement on the pay scale. One college credit equals 20 PDP points. Keep in mind this is determined on a case-by-case basis and requires pre-approval from the special education director.

Building in-services and building committee work will apply towards PDP points and movement on the pay scale when paraeducators are requested by the building principal to participate. (You do not need permission from the director to attend an in-service unless you want to be paid. Approval by Principal for PDP only.)

The completion of a maximum of 12 Master Teacher courses applies towards 12 PDP points for movement on the pay scale (except in the case of initial assessments).

Please refer to the Paraeducator Matrix found on Pages 16-17. This plan was patterned after the incentives included on the teachers' salary schedule for movement. The following conditions apply:

- Upon earning 300 approved PDP points, written notification of intent to move on the pay scale, must be received by USD #273 superintendent by March 15.
- Points accrued beyond 300 before August 1 of the year of movement on the pay scale, will not be carried into the next year.
- These points must have been earned after implementation of this plan, June 8, 1998.
- There is a limit of three (3) pay increases based upon PDP point accrual.
- Summer points can officially count during the previous year. For example, summer 06 courses officially fall in the 05-06 school year as the official date for earning points are August 1 – July 31. However, unless these points are being used for movement on the pay scale you can write them on the following year PDP worksheets because the forms are due by April 1. However, if you are using these points for movement, you will need to have transcripts verifying completion before the end of July.
- PDP worksheet forms must be completed and returned to the special education office by April 1. Only record pre-approved college courses on this form.
- Verification of attendance is required for out-of district (not USD #273) training only. Verification is a copy of an agenda, handout, certificate, etc. that indicates you attended the training. PDP forms are located on the USD #273 website.

Forms and Compensation

Mileage from assigned school to your destination for approved duties and in-service training will be reimbursed at the rate approved by USD #273 Board of Education (Blue sheet).

The BSEC or their local district principal will pay paraeducators for attendance at in-services that are required. However, if either the BSEC or the local district principal does not require attendance at the in-service, the paraeducator will NOT be paid, but will be able to count in-service hours.

The district reimburses employees for mileage and other approved expenses incurred in the performance of their assigned duties. Completed reimbursement forms and mileage claims must be submitted within 30 days of the incurred expense. Failure to do so may result in the loss of claimed reimbursement.

Paraeducators will receive paychecks on the 20th day of each month. If the 20th falls on a Saturday you will be paid on Friday the 19th or if the 20th falls on a Sunday you will be paid on Monday the 21st. Pay period time cards for in-district paraeducators go to the board of education office. Pay period time cards for out-of-district paraeducators go to the special education office. All time cards shall be delivered the Monday after the second Sunday of the month.

It is important to be prompt and dependable and keep accurate records on your time card. When ill, notify the appropriate person as soon as you know you will be absent on a given day. The person you should notify will vary from building to building. The building principal will determine whether you should notify him/her or your supervising teacher. Your absence should be reported on your time card the day you return to work.

Use the forms found at <http://usd273.org> by following these directions:

- Put cursor over Special Education and click on Staff
- Click on Staff Forms
- Please use the appropriate color of paper indicated for each form listed.

Mileage forms require that you write down the actual miles in each column plus the total number of miles in the far right column. Remember to total the miles in the bottom column also. Follow the guidelines on the back of the form as to whether the miles are reimbursed or non-reimbursed. (All mileage is reimbursable to the employee.) Failure to sign the form may result in delay of payment.

Weekly work records are due the second Sunday of the month. You need to send your weekly work records to the Special Education Office in Beloit when you clock out the Friday before.

Sick leave sheets, signed and approved by the principal/special education director and yourself, must be included with the weekly time sheets and are due the second Sunday of the month.

Compensated leave and absence sheets must be signed and approved by the principal/special education director and yourself and submitted 3 duty days (school days) in advance. Make sure the appropriate box has been checked.

Leave without pay must be submitted in all circumstances. All leave must be documented.

According to USD #273 GARI-R Compensated Leaves and Absences, compensated leave **must** be requested, in writing, to the special education director/building administrator **at least three (3) duty days** in advance of the date to be absent. Compensated leave will not be granted for any day during the first and last weeks of school, the day before or after a school holiday or vacation, nor required in-service days. However, the principal or director may exercise discretion and waive any of the exclusions in the case of an emergency. The principal must determine the availability of substitutes for staff on requested compensated leave dates. The unavailability of a substitute for a requested date would provide cause for denial of a compensated leave day.

(Failure to include this paperwork with your time card/worksheets will result in not being paid for the compensated day.)

It may be important to schedule an appointment with your principal to get paperwork signed. Don't leave it on a desk or in a box for the principal to sign later.

It is important to throw away all other forms you may have and **only** use the forms (with correct paper color) found on the USD #273 web site.

Computer/Email Access

All paraeducators must have an email address in order to access and receive information in a timely manner. Please follow your district's procedures for obtaining an email address.

All paraeducators need to have access to a computer on a daily basis and are encouraged to check for emails daily.

Highly Qualified Paraeducator Assessments

With the recent reauthorization of IDEA 2004, the term "highly qualified" paraeducators has taken on new meaning. USD #273 Beloit Special Education Cooperative expects all paraeducators to be "highly qualified" which means you must meet the following guidelines:

- Have a high school diploma or a General Education Diploma (GED), AND
- Complete 48 hours at an institution of higher education OR
- Obtain an associate's (or higher) degree OR
- Pass a state approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness).

As of August 2, 2019 100% of the paraeducators currently employed by USD #273 Beloit Special Education Cooperative are "highly qualified" and have met the above mentioned guidelines. Newly hired paraeducators must meet guidelines for "highly qualified" status within one semester of employment.

State Approved "Highly Qualified" Assessment Information:

Assessment 1- Reading, Writing & Math Instructional Support with 65% accuracy. This assessment evaluates the ability to support reading, writing, and mathematics instruction.

Assessment 2- Reading, Writing & Math Knowledge and Application with 70% accuracy. This assessment evaluates the knowledge and skills to solve problems in reading, writing and math.

- If you fail to pass these assessments you can retake the assessments again as many times as you need to pass.

- The Para Facilitator coordinator will serve as the test moderator and will be responsible for setting up the dates, times and places for paraeducators to meet to take the “highly qualified” paraeducator assessments.
- Once you have passed both assessments your name will be submitted to the Kansas State Department of Education, and you will be considered a “highly qualified” paraeducator within the state of Kansas and you will receive a certificate from the KSDE.
- Your mileage will be paid for travel to a testing site and travel home from the testing site if it is not scheduled in the community in which you live.
- You will not be paid for your time while you take the assessments.

Introductory Pay Rate Scale

New paraeducators will be hired at a starting wage as provided in the current pay scale, with credit given for education hours and years of experience up to a maximum of 10 years.

Upon earning 300 approved PDP points, a 5% pay increase will be earned.

Upon earning 600 approved PDP points, a 5% pay increase will be earned.

Upon earning 900 approved PDP points, a 5% pay increase will be earned.

There is a limit of three (3) pay increases based upon PDP point accrual.

Termination, Renewal, Assignment and Transfer

A paraeducator is an “at will” employee. This means that BSEC can terminate employment, at any time, with or without cause. If changes in student population do not warrant the position, the paraeducator will be given the opportunity to be considered for position openings for which he/she is qualified and with prior satisfactory evaluations.

Paraeducators employed under a current contract agreement may have the opportunity to request transfer to other paraeducator positions in the cooperative. Transfer is always subject to the approval of BSEC director, and administrator at the building level.

The board retains and reserves the right to assign, reassign and transfer paraeducators within the BSEC based on recommendations by building principal or director. A paraeducator may terminate employment in writing with two weeks notice to the USD #273 Board of Education so a suitable replacement may be employed. When a paraeducator position is no longer required

due to changes, distribution of caseloads, relocation or dismissal of student(s), BSEC will give the paraeducator(s) affected two weeks notice.

Failure to perform satisfactorily in the position assigned or a policy violation of the district may be cause for immediate probation or termination of employment. Notice will be given with effective date.

Paraeducator Matrix

**Beloit Special Education Cooperative
Paraeducator Matrix**

Activity	Meets 20 hour requirement	Applies to Points for Movement on Pay scale	Requires Pre-approval	Comments
Annual BSEC orientation meeting (a)	Yes	Yes	No	This in-service will provide in-service hours.
Complete Highly Qualified Paraeducator Assessment 1 and Assessment 2	Yes	Yes	No	Taken on-line. This is a job requirement.
College Course related to current educator position (use Request for College Credit In-service Hours form)	Yes	Case by case basis	Yes	Pre-approval by supervising teacher and director. Please refer to online policies.
College Course related to future educator position (use Request for College Credit In-service Hours form)	Yes	Case by case basis	Yes	Pre-approval by supervising teacher and director. Please refer to online policies.
Building Faculty/Staff Meetings	No	No	No	These meetings are a job requirement.
Building in-services and building committee work (b)	No	Yes	No	Committee points are limited to 100 hours per movement on pay scale. No limit on building in-service points.

Workshops specific to current assignment	Yes	Yes	Yes	Pre-approval by supervising teacher and director.
Master Teacher Course work	Yes	Yes	No	Complete course work determined by supervising teacher.
Application and Implementation Points	Yes	Yes	Yes	Pre-approval by supervising teacher and director.
On the Job Learning Experiences (Up to 5 clock hours annually)	Yes	Yes	No	Completion of Collaboration Log required.

REVISED September 9, 2019

- **All Paraeducators must attend the annual BSEC orientation.** Paraeducators not able to attend this orientation meeting will provide a written reason identifying why they can't attend and submit it to the para facilitator. If unable to attend, the paraeducator will be responsible for reading and/or watching video of any material presented at this orientation meeting.

