



# The Education Team: Working with Paraprofessionals





# **This presentation will answer the following questions:**

1. What is my paraprofessional allowed to be doing?
2. What am I allowed to ask my paraprofessional to do?
3. What, if any, recourse do I have if my paraprofessional isn't following my directions?
4. What information am I allowed to share about the students with my paraprofessional?
5. What does the paraprofessional want from me?









# What is my paraprofessional allowed to be doing? (non exhaustive)



## Classroom/Teacher Paraprofessional

- teacher/classroom are main priority
- assigned to the class/grade or specific teacher
- working with any and all students
- basically anything that will help the classroom and/or teacher be more efficient and effective







# What is my paraprofessional allowed to be doing? (non exhaustive)



## Classroom Paraprofessional for students with IEP

- students with IEPs are main priority
- can provide academic, behavioral, and IEP (teacher directed, driven, assessed) support
- legally required to be with students according to the IEP (may or may not follow same students)
- may have to feed, help with toileting, attend to medical issues, transport, etc





# What is my paraprofessional allowed to be doing? (non exhaustive)



## Individual Paraprofessional for student with an IEP

- assigned student is main priority and works solely with that student
- provide behavior and academic supports (teacher responsible for lessons, behavior management, assessing student, etc)
- may have to feed, help with toileting, attend to medical issues, transport, etc
- legally required to be with student according to student's IEP
- once properly trained, can collect data on student to whom assigned, provide accommodations, and modifications





# **What am I allowed to ask my Teacher/Classroom/Grade Level paraprofessional to do?**



**(non exhaustive)**

- Work one on one with students or in small groups (supervised)**
- Collect data on students (once trained)**
- research Internet for videos that correlate with teacher lessons,**
- plan and teach a non academic lesson**
- occasionally monitor the class for a few minutes**
- read a story to the whole class (supervised)**
- help maintain order by implementing classroom behavior management strategies and discipline**





# **What am I allowed to ask my classroom paraprofessional for students with IEPs to do?**



**(non exhaustive)**

- work one on one or in a small group with students with IEPs (supervised)**
- make modifications (once trained)**
- take data on students with IEPs (once trained)**
- provide support for academic, behavioral, and IEP guidelines**
- Help the students who have IEPs**
- give a sensory break or walk with student who has an IEP**







# **What am I allowed to ask my individual paraprofessional for a student with an IEP to do?**



**(non exhaustive)**

- implement BIP per IEP (once trained)**
- provide direct instruction to assigned student per IEP (planned, assessed, and supervised by teacher)**
- help with toilet, feed, transport, dress, personal hygiene of per IEP**
- provide support to assigned student for behavior, academic, and social needs**
- take student with IEP for a walk or sensory break**
- provide positive behavior supports for assigned student**





## **What, if any, recourse do I have if my para isn't following my directions?**

Some schools/districts have guidance for this. Follow that guidance. However, if your school does not have anything in writing follow these steps. Whether your school has a protocol in place or not, **KEEP DATA.**

First and foremost communicate your concerns to your paraprofessional and have a discussion. Try to work the situation out between the two of you without having to bring in a 3rd party.

Second, if the first step didn't change the behavior, put your concerns in writing and hand deliver it to the paraprofessional. Take note of the date and time.




Third, reach out to your special education teacher, special education director, or administration.

Lastly, if you still have not had success, then take your concerns to your union representative or school board.





# What information am I allowed to share about the students with my para?

<b>Teacher Assistant/ Aide/Parapro</b> 	<b>Classroom Aide students with IEP</b> 	<b>Individual Aide for student with an IEP</b> 
<ul style="list-style-type: none"><li>-Classroom discipline procedures</li><li>-Medical issues that might need to be addressed in an emergency (asthma, heart conditions, seizures, etc)</li><li>-Emergency Plans</li><li>-Information for substitutes</li><li>-If there are students with IEPs, all pertinent information from the IEPs</li></ul>	<ul style="list-style-type: none"><li>-same as Classroom/Teacher Assistant</li><li>-If there is a BIP, they will need to know that and possibly have a copy</li><li>-they may need Goals and Objectives, Accommodations and Modifications printed</li></ul>	<ul style="list-style-type: none"><li>-same as Classroom Aide for students with IEPs</li></ul>





**What does the para want from me?**

**COMMUNICATION**

**RESPECT**

**TRAINING**

**APPRECIATION**







Success is a result of scheduled planning, regular meetings, discussions, and openness to new ideas, and taking time to see children as children. In these meetings and discussions the foundation for success is built.





# The Legal Stuff



For the purposes of Title I, Part A, a paraprofessional is an employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. “Paraprofessionals who provide instructional support,” includes those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as by organizing instructional materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide instructional support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a highly qualified teacher. [Title I, Section 1119(g)(2)] Because paraprofessionals provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content.

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I, Part A.

<https://www2.ed.gov/policy/elsec/guid/paraguidance.pdf>





# The Legal Stuff Continued



**IDEA 2004** allows school districts— which the law refers to as local education agencies (LEAs)—to use paraeducators to assist in the provision of special education and related services to children with disabilities, provided the paraeducators are appropriately trained and supervised by qualified special education personnel. IDEA 2004 stops short of defining paraeducator training and supervision, leaving that determination to the respective states.

**...paraeducators who are appropriately trained and supervised (in accordance with state law, regulation, or written policy) are recognized as personnel who may assist in the provision of special education and related services to students with disabilities [20 U.S.C. 1412(a)(14)]. IDEA 2004 does not define the term paraprofessional nor does it define what paraprofessionals do.**

**States, however, must adopt a policy that requires school districts to take measurable steps to train qualified personnel. Such training must comply with personnel standards for paraeducators in accordance with state law, regulations, or written policy.**

**IDEA 2004 authorizes State Personnel Improvement Grants [20 U.S.C. §1415]—a program that provides federal funds through a competitive grants program to states. Funds may be used to improve paraeducator knowledge of effective educational practices. These grants require states to include a plan that identifies and addresses state and local needs for preparation and professional development of personnel—which may include paraeducators—who serve students with disabilities.**

**Additional funding for paraeducator training may be available in school districts that use IDEA 2004 funds to provide early intervention services for students not identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. Training activities include professional development.**

<http://www.nea.org/home/67111.htm#:~:text=IDEA%202004%E2%80%94which%20uses%20the,with%20disabilities%20maximize%20their%20achievement.&text=IDEA%202004%20does%20not%20define,it%20define%20what%20paraprofessionals%20do>





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Making the world better for all, one IEP at a time.

We know who we are, but not who we will become.

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