

**Hays West Central Kansas  
Special Education Cooperative**

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**Certified**  
**Handbook**  
**USD 489**

**Sponsoring District – Hays 489**

**Cooperating District:**

Ellis USD 388

LaCrosse USD 395

Victoria USD 432

Revised 7/04

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# Hays West Central Kansas Special Education Cooperative

## **ELLIS**

### **USD 388**

PO Box 256 - Ellis, KS 67637  
Lyndell Barton, Sup  
*lbarton@usd388.k12.ks.us*

Phone: 726-4281  
Fax: 726-4677

### **Ellis High School**

1706 S. Monroe - Ellis, KS 67637  
Reg Romine, Principal  
*rromine@usd388.k12.ks.us*

Phone: 726-3151  
Fax: 726-3169

### **Washington Elementary**

100 E. 13th -- Ellis, KS 67637  
Larry Campbell, Principal  
*lcampbell@usd388.k12.ks.us*

Phone: 726-3136  
Fax: 726-3137

## **LACROSSE**

### **USD 395**

Box 778 - LaCrosse, KS 67548  
Bill Keeley, Sup.  
*usd395@gtba.net*

Phone: 222-2505  
Fax: 222-3240

### **LaCrosse High**

PO Box 810 -- LaCrosse, KS 67548  
Kathy Keeley, Principal

Phone: 222-2528  
Fax: 222-3480

### **LaCrosse Elementary**

511 Elm -- LaCrosse, KS 67548  
Bill Keeley, Principal

Phone: 222-2622  
Fax: 222-3522

## **VICTORIA**

### **USD 432**

Box 139 -- Victoria, KS 67671  
Linda Kenne, Sup.  
*lkenne@ruraltel.net*

Phone: 735-9212  
Fax: 735-9229

### **Victoria High**

Box 20 -- Victoria, KS 67671  
Mike Kreller, Principal -- *mkreller@ruraltel.net*

Phone: 735-9211  
Fax: 735-9216

### **Victoria Elementary**

600 W. 10th -- Victoria, KS 67671  
Linda Kenne, Principal  
David Ottley, Asst. Principal -- *dottley@ruraltel.net*

Phone: 735-2870  
Fax: 735-9204

## **HAYS**

### **Hays High**

Mike Hester, Principal  
Marty Straub, Asst. Principal

Phone: 623-2600  
Fax: 623-2609

### **Felten Middle School**

Craig Pallister, Principal  
Janci Kugler, Asst. Principal

Phone: 623-2450  
Fax: 623-2456

### **Kennedy Middle School**

Lee Keffer, Principal

Phone: 623-2470  
Fax: 623-2476

### **Lincoln Elementary**

Elaine Rohleder, Principal

Phone: 623-2500  
Fax: 623-2507

### **O'Loughlin Elementary**

Nancy Harman, Principal

Phone: 623-2510  
Fax: 623-2518

### **Roosevelt Elementary**

Carol Shepherd, Principal

Phone: 623-2520  
Fax: 623-2526

### **Washington Elementary**

Allen Park, Principal

Phone: 623-2540  
Fax: 623-2544

### **Wilson Elementary**

Tom Meagher, Principal

Phone: 623-2550  
Fax: 623-2556

### **Munior Elementary**

Will Roth, Administrator

Phone: 623-2630  
Fax: 623-2632

### **Hays Head Start**

Donna Hudson-Hamilton, Dir.

Phone: 623-2430  
Fax: 623-2432

### **HACC**

Doug Greer, Director

Phone: 625-3257  
Fax: 625-8557

### **Westside School**

Ken Windholz, Director

Phone: 623-2416  
Fax: 623-2418

## **Other Schools**

### **Holy Family**

Melani Moeder, Principal

Phone: 625-3131  
Fax: 625-2098

### **St. Mary's**

Nicole Cook, Principal

Phone: 726-3185  
Fax: 726-3166

### **TMP/Marian**

Ken Haas, Principal

Phone: 625-6577  
Fax: 625-3912

### **High Plains Baptist**

Ben Lowery

Phone: 628-2558

## Certified Staff List

Name	Building	Position
Ackerman, Kelly	Hays High	Resource
Adams, Melody	Roosevelt	Speech/Language Pathologist
Bernasconi, Dave	Felten	Gifted
Bernasconi, Lynette	RAC	Speech/Language Pathologist
Bieber, Karla	Hays High	Resource
Blume, Rose	Roosevelt	Self-contained
Bowles, Susan	Roosevelt	Speech/Language Pathologist
Boyd, DiRae	Felten	Self-contained
Breeden, Debbie	HACC	Occupational Therapist
Brent, Mary Alice	RAC	Vision Impaired Specialist
Bruggeman, Lacy	Roosevelt	School Psychologist
Brungardt, Michele	RAC	Early Childhood
Budig, Jeanette	Lincoln	Resource
Bunker, Jan	Wilson	Speech/Language Pathologist
Butler, Chris	Victoria Ele.	Resource
Carmichael, Andrea	RAC	Assistive Technology
Currey, Patty	O'Loughlin	Speech/Language Pathologist
Deines, Glenna	Westside	Resource
Dinkel, Jeana	Hays High	Self-contained
Dreiling, Monica	LaCrosse Ele.	Resource
Dreiling, Sheryl	RAC	Speech/Language Pathologist
Engelke, Michelle	Westside	Resource
Filley, Amy	O'Loughlin	Resource
Fisher, Beth	HACC	School Nurse
Gier, Jessie	Felten	Resource
Ginther, Melissa	RAC	Occupational Therapist
Good, Suzanne	O'Loughlin	Resource
Greer, Becky	Felten	Early Childhood
Hafliger, John	Hays High	Resource
Hafliger, Kathy	Hays High	Resource
Henman, Robin	Ellis Ele.	Resource
Heroneme, Janetta	Ellis High	Resource
Jackson, Emily	HACC	Early Childhood
Karl, Val	Hays High	Resource
Karlin, Kelli	Hays High	Resource
Korobka, Virginia	Roosevelt	Early Childhood
Kreutzer, Myra	Kennedy	Resource
Leiker, Kenda	Wilson	Gifted
Loos, Jackie	Hays High	School Psychologist
Lundy, Nancy	Roosevelt	Self-contained
McCormick, Gloria	Victoria High	Resource
McDill, Amy	Wilson/Ellis Ele	Resource
McNeal, Nina	Roosevelt	Behavior Specialist
McQuilliam, Susan	Kennedy	Resource
Meier, Cheryll	LaCrosse High	Resource

<b>Name</b>	<b>Building</b>	<b>Position</b>
Moore, Kim	Wilson	Gifted
Moxter, Angela	Wilson	Self-contained
Murray, Carol	Lincoln	School Psychologist
Musil, Heather	Felten	Resource
Niernberger, Gail	Wilson	Resource
Reed, Deb	Westside	Resource
Roberts, Barbara	Lincoln	Resource
Rogers, Hal	Hays High	Adaptive P.E.
Schmeidler, Kim	Wilson	Self-contained
Schmidt, Ann	Felten	Self-contained
Schreck, Deb	RAC	School Psychologist
Schreiner, Danene	Lincoln	Speech/Language Pathologist
Schulte, Kris	HACC	Social Worker
Schumacher, Pat	Hays High	Self-contained
Shupe, Sandra	Hays High	Resource
Smith, Deanna	Roosevelt	Resource
Straub, Staci	Roosevelt	Resource
Teeter, Dixie	RAC	Speech/Language Pathologist
Toepfer, Mary	Felten	Resource
Urban, Susan	LaCrosse Ele.	Speech/Language Pathologist
Vap, Jan	Washington	Resource
Wagoner, Barbara	Kennedy	Resource
Wasinger, David	Hays High	Gifted
Wasinger, Karen	O'Loughlin	School Psychologist
Weatherbee, Debra	Hays High	Self-contained
Weber, Lavon	Felten	School Psychologist
Weber, Patty	Lincoln	Adaptive P.E.
Werth, Susan	RAC	Physical Therapist
Windholz, Jolene	Hays High	Resource/Work Study
Young, Carolyn	RAC	Occupational Therapist
Zody, Andrea	Hays High	Self-contained
Zollinger, Julie	Wilson	School Psychologist

## **ORIGIN OF COOPERATIVE**

In 1976, the following school districts organized to form the Hays West Central Kansas Special Education Cooperative:

USD 489, Hays  
USD 388, Ellis

USD 395, LaCrosse  
USD 432, Victoria

A Cooperative is a district sponsored organization. One district, in this case USD 489, Hays, acts as fiscal agent. This agent hires staff and must secure local board approval for program and policy changes. The superintendents of all Cooperative districts act as an Advisory Council to the Assistant Superintendent for Special Services. All decisions concerning addition or reduction in staff, policies, and programs must be approved by the Advisory Council and the Hays Board of Education.

## **BOARD POLICY**

All policies affecting certified and classified staff are stated in the Board Policy Handbook located on the USD 489 website, <[www.usd489.com](http://www.usd489.com)>.

## **STATE PLAN**

In order to comply with IDEA, every state must produce a State Plan for Special Education. Regulations set forth in the State Plan must be supported by State laws. Policies of the Hays West Central Kansas Special Education Cooperative are based on the regulations set forth in the Kansas State Plan.

There are copies of the State Plan in the Special Education Professional Library if you want to read it. Also you can contact your school psychologist for a copy or download a copy online from [www.ksde.org](http://www.ksde.org).

## **LOCATION OF STUDENT RECORDS**

1. The cumulative folder is at the attendance center of the student.
2. The Hays Vision Testing is at Hays High School, Nurse's Office, (Ellis, Victoria, LaCrosse vision screening results can be found in the cumulative folder).

3. Hearing screening results are available in each building. Please check with the health office or review the cumulative student file.
4. Test results, accompanied by access signature sheet, are located in the Central Office.
5. Academic Summary results are in the Master IEP file at the Central Office.
6. Master IEP files are located at the Central Office, with a work copy for teacher in each local building.
7. Medical reports are included with the Master IEP files at the Central Office.

## **STUDENT FILES**

Files for those students changing schools must be given to the receiving teacher by the sending teacher. These files should contain scores from Special Education academic testing, pertinent background information, former IEP's, and appropriate teacher notes. Files may include curriculum materials that have been used each year with each child. Please do not include tests for specific program levels on protocols from regular classroom testing. When passing on files to the receiving teacher, please include a list of curriculum materials.

## **MARK'S COMMENTS ON IEP**

The IEP is a general recording of a student's current performance and a set of goals and objectives to meet the needs of the student. The IEP can be written for any period, not to exceed one academic year. Every student receiving Special Education services must be eligible and have a current IEP on file. The following points stem from the above.

- a. The current level of performance should be "CURRENT". You should not just copy two or three year old information or test scores. Current teacher observations and informal assessment results are valuable information for this section.
- b. A current IEP must be on file for every student requiring Special Education services.
- c. An IEP can be written for no more than one year. Plan ahead to ensure a new IEP is written before the current IEP expires.
- d. Any weaknesses noted on an IEP should have a plan of action to remediate. The goals and objectives are an attempt to create this plan of action. Address all major weaknesses with a goal and objectives. All ED students should have at least one behavior type goal.

- e. Goals and objectives can be added, deleted or changed throughout the year based on student need.
- f. Goals and objectives are not to be written so specific that they become daily lesson plans.

## **DISPOSITION OF MATERIALS**

### **Confidential Materials**

All confidential material should be sealed tightly and personally addressed when sending it through the school mail. DO NOT send it loose in interschool mailing envelopes. If you have reason to doubt the confidentiality of the mails, please hand deliver these materials.

### **Disposition of Files**

#### **Transferring Files**

From one level to another: Sending teacher takes all files to receiving teacher

#### **What to Keep in Files**

Test protocols or test score summaries from previous 5 years

Useful notes by special education teacher on student behavior in regular and special classrooms

Information from current general education classroom teachers

Student interests and motivators

Specific materials the student has been working on to avoid repetition by the next teacher

A few work samples, especially composition

#### **Destroy**

Proper destruction of records includes shredding, burning or otherwise rendering unreadable all materials to be destroyed

Each special education teacher is responsible for destroying their own materials.

Materials that can be destroyed include:

- a) Anything over five years old
- b) Anything about a person who has graduated from high school or is over 21 years old
- c) Any identifiable material that would indicate the child is classified as being exceptional
- d) Lesson plans that contain grades, testing no longer being saved, "For your eyes only" notes, etc.

## FOR YOUR INFORMATION

### School Calendar

Although all special education teachers are hired through the sponsoring district, Hays, and are paid according to the Hays salary schedule and calendar, each teacher must follow the school calendar of the local district in which they work.

### Paychecks

USD 489 pays on a 12-month basis. Checks are distributed on the 25<sup>th</sup> of each month. If the 25<sup>th</sup> falls on a weekend or holiday, checks are distributed on the last working day before the 25<sup>th</sup>.

### Key Contacts

The staff at the central office can handle many of your questions and concerns, however, you can easily become confused as to which person handles what area. The following list of Central Office Personnel who can help you contact the correct person.

Melea Kraemer, Penni Motes, Lori Fleenor	Payroll, Health Insurance, Fringe Benefits Change of address or name
Sandra Bainter	KPERS, Workman's Comp
Margaret Wellbrock	Change of address, phone number or name Certification questions
Donna Hays	Gold copies of purchase orders
Mark Hauptman	Questions concerning staff assignments, business leave, personal leave, inservice, requisitions or other issues. Student referrals.
Karen Smith	Reports for the state department (head count) etc., teacher budget balance, mileage, MIS, transportation and Medicaid, para subs.
Special Education Library	Materials, catalogs, bulletin board with inservice information, protocols, professional journals
Trish Herbig	Paras, program evaluations, summer school, state assessment, Continuous Improvement Monitoring, mentor program.
Paula Elder	IEP files, two-year follow-ups, special education forms, psych reports, etc.

Craig Ludwick

Technology

**Other Staff**

Dave Bernasconi

Mary Alice Brent

Andrea Carmichael

Judy Dawson

Nina McNeal

Computerized IEP

Vision Impaired Serves

Assistive Technology, Allied Health

Para Council, Para Inservice Hours

Behavior Consultant

**Inservice Forms**

Each year funds are made available for individual teacher inservice activities. Requests to attend inservices must be signed by your building administrator and mailed to the Assistant Superintendent for Special Services.

The district prefers that you use district transportation and share rides whenever possible. Following the inservice you must complete the request for reimbursement form and attach receipts for all expenses as indicated. **Receipts must be itemized.** Otherwise you will not be reimbursed. Receipts for meals must be itemized, the auditors will not accept credit card receipts. You will also need to complete an absence form that needs to be signed by your building administrator.

**Absences**

Building administrators must be called concerning absences. If a substitute is needed follow, your building procedure, which may require you to contact Brenda Urban, Sub coordinator, at 623-2444. Every staff member must file an absentee report after being absent from work. All staff must have the report signed by their building administrator. Staff working in the Hays district should turn the form into their building administrator. Staff in the other three districts (Ellis, Victoria, LaCrosse) must obtain their building administrator's signature and forward it directly to the payroll department. Absentee forms are to be turned in on the Friday following the absence.

**BUDGETING AND PURCHASING PROCEDURES**

Purchase orders may be completed or turned in at any time after the budget has been finalized. In order that materials will be available when school starts, requisitions may be completed online. These purchase orders will be processed and mailed after July 1.

All out of town orders must be turned in to the special education office before March 15 each year. This allows for delivery and billing to take place before June 30. In town purchases may be made until May 1. No purchases may be made after that date, and money left in your budget after that date will revert to the special education fund. It cannot be carried over to the next year. Allow shipping expenses on out of town orders.

## **Mechanics of Purchasing**

You must have prior approval to make any purchases. **Purchases that do not have prior approval will not be reimbursed.** Requisition forms must include the address of the company, your name and school, item number, name of item, price and **estimated shipping/handling** when ordering from a catalog. Catalogs for most school supply companies can be checked out from the Special Education Library or from the individual school office.

You may complete a requisition form by either using a paper requisition which is available from your school secretary or by going online to the Eteam website <http://172.2.36.175/default.asp> . If you use the paper form, send your requisitions to the special education office at the central office after obtaining building administrator signature. Be sure to keep a copy of the requisition for your records. The special education office will process the purchase order and mail the blue copy to the company. You will receive the green and gold copy. The green copy is for your records. When your order arrives, check contents carefully against the purchase order. On the gold copy make note of missing items or verify the order is complete and forward the gold copy to Donna Hays at the central office. Please use updated requisition forms when ordering.

For in town shopping, you must also send in a requisition that is signed by your building administrator. The blue copy will be returned to you. Purchase the item as soon as possible and return the receipt to Donna as soon as possible. Do not buy anything locally or out-of-town without a purchase order number as the district will not reimburse these purchases. When shopping at Wal-Mart and Dillons you will need to take your blue copy of the purchase order with you along with the Wal-Mart/Dillons credit card and the tax-exempt card. You can obtain these from your building secretary.

When the purchase order has been paid, you will receive the gold copy of the purchase order back. At this time, corrections may have been made and the actual total price taken from your purchase will be written at the bottom right hand corner of the page. You can keep track your budget by using these figures.

For those teachers who buy food supplies for their classrooms, contact the special education secretary to have your name added to the Dillons list.

## **TIMELINES**

September 1	Caseload to Karen Smith
September 10	Class Schedule to Mark Hauptman
December 5	MIS Data for December 1 Headcount to Karen Smith
December 17	First Semester Mileage Reimbursement to Karen Smith
April 11	Inservice Logs to Judy Dawson
May 27	MIS Data for June 1 Headcount to Karen Smith
May 27	Second Semester Mileage Reimbursement to Karen Smith

# **PARAEDUCATORS**

## **Hours**

Paraeducators in this cooperative are hired to work a certain number of hours each day for the school calendar year unless by special arrangement. There is no provision for overtime pay. The district does not set working times for paras. Teachers and paras are expected to work out hours most convenient to their individual situation within their contracted time. At the end of each month, the supervising teacher must sign a time sheet for the para. This time sheet must show only the allowed number of working hours per day throughout the month.

## **State Required Training**

Inservice opportunities are provided for paras through district wide inservices, supervising teachers, Special Education Cooperative sponsored activities and individual para activities. These meetings may require that the para leave class early or be absent for a day. The supervising teacher needs to be aware of this and make adjustment for it.

It is the supervising teacher's responsibility to see that the para understands what the teacher expects in the classroom. The supervisor should also make sure that the para is aware of special education laws, especially in the area of confidentiality. Every teacher should arrange for at least two planning conferences a week with their paras.

Paras must be evaluated by their supervisor once each year before May 1<sup>st</sup> (evaluation form included in the forms section). This evaluation is to be discussed with the para and signed by the building administrator and then forwarded to the Assistant Director of Special Education.

**Unified School District No. 489  
Hays, Kansas**

**Special Education Paraeducator  
Job Description**

<b>JOB TITLE:</b>	Special Education Paraeducator
<b>SUPERVISOR:</b>	Classroom teacher
<b>TERMS OF EMPLOYMENT:</b>	At will
<b>SALARY:</b>	Salary and benefits as established by the Board of Education
<b>WORK AREA:</b>	Special Education Coop
<b>JOB GOAL:</b>	The Instructional Paraeducator assists the Instructor in creating a positive learning environment to facilitate the personal, social, and intellectual development of exceptional students. To accomplish these tasks, the Instructional Paraeducator works closely with the staff, administration, and parents of the school district.

**Requirement/Qualifications**

1. High school diploma or equivalent.
2. Health and Inoculation Certificate on file in the Central Office (after employment offer is made).
3. Additional qualifications as the Board of Education may determine appropriate.
4. Desire to continue career improvement by enhancing skills and job performance.

**Essential Job Functions**

1. Ability to assist in facilitating the personal, social, and intellectual development of students.
2. Ability to assist in establishing a positive learning environment, and respond to the individual educational needs of students.
3. Ability to ensure all activities conforms to Federal, State, and District guidelines.
4. Ability to communicate and work effectively and cooperatively with members of the school district and community.

5. Ability to react to change and frequent interruptions in a productive and positive manner.
6. Ability to operate all classroom equipment appropriately.
7. Ability to approach each task as a challenge to be met successfully.
8. Ability to suggest best practices to meet the needs of identified students with staff and administration.
9. Ability to work to implement the vision and mission of the school district.

**Marginal Job Functions:**

1. Ability to make student learning fun and interesting.
2. Ability to motivate students through effective communication and feedback.
3. Ability to treat each child with respect and firmness, and be responsive to individual educational needs.
4. Ability to work with individual students and/or small groups of students in teacher-planned instructional activities.
5. Ability to guide a student's independent study as assigned by teacher, including remedial instruction.
6. Ability to assist with the preparation, care and use of instructional materials and equipment.
7. Ability to assist with maintaining desirable student behavior and classroom management.
8. Ability to assist with supervision of students during the teacher's temporary absence, i.e., IEP meetings or emergencies.
9. Ability to assist with checking and/or scoring of objective assignments/tests, recording grades, and/or keeping appropriate student observation records.
10. Ability to assist with teacher-planned activities needed for completion of student's IEP goals and objectives, and monitor progress when requested by teacher.
11. Ability to supervise and maintain a safe and orderly environment in the lunchroom, playground, extracurricular trips, and when moving students from place to place, such as bus and restroom.
12. Ability to assist occasionally with clerical duties required for success of special education students.
13. Ability to assist students with personal tasks, i.e., eating, walking, toileting, wheelchair, special equipment, and hygiene needs, when applicable.
14. Ability to set high expectations for student achievement and behavior.
15. Ability to demonstrate effective interpersonal relationships with others.
16. Ability to work effectively with students, teachers, parents, community agencies, and other groups.
17. Ability to keep student information and records confidential.

18. Ability to immediately report accidents, assaults, destruction of property, and abusive behavior to the Instructor and Principal.
19. Ability to keep current on new information, innovative ideas and techniques by attending staff development activities and participating in professional growth opportunities.
20. Ability to observe and follow all school district policies at all times.
21. Ability to respond to information requests in a cooperative, courteous, and timely manner.
22. Ability to implement and follow all required program guidelines as defined by the Kansas State Plan for Special Education and Hays West Central Kansas Special Education Cooperative.
23. Ability to implement and follow all District health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan.
24. Ability to perform other duties and assume other responsibilities assigned by the Teacher, Principal, or Supervisor of Special Services.

**Physical Requirements/Environmental Conditions**

1. Requires physical exertion to manually move, lift, carry, pull, or push students and/or equipment.
2. Requires standing, stooping, bending, kneeling, reaching, and turning.
3. Must occasionally work in noisy and crowded environments with numerous interruptions.
4. Demonstrate good personal hygiene.
5. Ability to be flexible regarding scheduling, working conditions, and locations.
6. Must possess good judgment.

**NOTE:** This is a generic job description. Actual job responsibilities may vary depending on age, severity and disabling condition students enrolled in the room.



**\*\*** *(opening for employee evaluation)*

**TO:** *(Employee's Name and Title)*

**FROM:** *(Supervisor's Name and Title)*

**SUBJECT:** **Annual Performance Evaluation**

**Date:** *(Date)*

In compliance with Board of Education policies, and in accordance with an earlier discussion, I am submitting the following evaluation of your performance as \_\_\_\_\_ *(employee job title)* to the \_\_\_\_\_ *(supervisor's title)* in USD #489 for school year \_\_\_\_\_ - \_\_\_\_\_.

**NARRATIVE**

*(This is where you discuss goals, strengths, weaknesses, etc.)*

**\*\*** *(closing for employee evaluation)*

\_\_\_\_\_  
Supervisor's Signature                      Date

\_\_\_\_\_  
Building Administrator Signature      Date

**I have read the above and I am familiar with its content. My signature indicates that I have received a copy of the above, and have been informed that I may attach comments or a rebuttal; my signature does not imply concurrence.**

\_\_\_\_\_  
Employee's Name

\_\_\_\_\_  
Date

## **TEACHER CHECKLIST FOR NEW PARAS**

- Timesheets (how to fill them out, where they are located, when they are due, who signs timesheet, etc.)
- Leave Benefits (sick leave, personal leave, business leave) – explain the paperwork
- What to do if you need a substitute
- Confidentiality
- Lunch/Breaks
- Dress Code
- Para's role in working with parents
- School wide rules and procedures (Is there a handbook?)
- Classroom rules and procedures
- Crisis Plain
- Go through para handbook
- Tour the building (introductions)

## **PARAEDUCATOR SUB FOLDER**

- Confidentiality Statement
- Lesson plans
- Daily schedule
- Information regarding lunch and breaks
- Crisis Plan, fire, tornado, safety drill information
- Classroom rules
- School wide rules and procedures
- Important names

- Principal
  - Teachers
  - Other paras
  - Secretaries
- Discuss chain of command
- Tour building

## **PROCEDURE FOR OBTAINING PARA SUBSTITUTES**

In the event you or a family member is ill or you need to be gone for another reason (funeral, personal leave, etc.) and a substitute para is needed in the classroom, you are to call Karen Smith, Special Education Administrative Assistant, at **650-2440**. Please leave the following information on her voice mail:

1. Your name or who needs the substitute.
2. Where the substitute is needed (the building and class).
3. Date(s) and time(s) the substitute is needed.
4. Reason the substitute is needed (personal illness, family sick, personal leave, funeral, etc).

**Reminder: You can access Karen's voice mail 24 hours a day. The earlier you call the better the chance Karen can obtain a substitute.**

Remember to contact your school and supervising teacher of your absence.

**650-2440**

## **TIPS FOR STARTING THE YEAR**

**Determine all of the following with your para(s)**

1. Determine what the general operating procedures are for your classroom(s).
  - A. When and where to report for work
  - B. What dress code should you adhere to
  - C. How to keep a record of the hours you work

- D. Formalities – How to address your teacher, principal and others
  - E. How will the students address you
  - F. Special duties that you will be responsible for
2. Discuss the classroom organization
    - A. Characteristics of specific special students
    - B. Type of work to be done with students – specific responsibilities
    - C. Will there be an observation or “break in” time? How long will it last?
  3. How will the students be disciplined?
    - A. What to expect from each student
    - B. How much misbehavior should you tolerate? What are the classroom limits?
    - C. What to do in unexpected circumstances
    - D. Who to go to for help
    - E. Behavior management techniques utilized
  4. Classroom schedule
    - A. Order of events for each day
    - B. Special services during the day – which students will be leaving and when
    - C. Who will be responsible for what activities

## **MORE TIPS**

Following are items that you should discuss with your para as early in the year as possible. Most are covered in the training outlines that have been given to the teachers.

5. How are students assigned to a special class?
  - A. What procedures have changed for this year?
  - B. What are the referral procedures?
  - C. How is a student evaluated? Do paras help?
  - D. What is a staffing?
  - E. How are goals and objectives developed and monitored?
6. Confidentiality
  - A. Student records
  - B. What to do when someone in (or out) of school asks a question about one of the students.
7. Problem Areas
  - A. The image of special education in general
  - B. The image of special education in your school(s)
  - C. How to handle gossip
8. Business Procedures

- A. Pay/Hours Worked/Paychecks
- B. Training Requirements
- C. Inservice activities – Coop and your school(s)
- D. Special Education personnel wear two hats – Responsibilities to your building/district and the Coop

## **INSTRUCTIONAL PARAEDUCATOR ACCEPTABLE DUTIES AND RESPONSIBILITIES**

The instructional paraeducator may:

1. Assist in organizing field trips.
2. Read aloud or listen to children read.
3. Assist students in performing activities that have been initiated by the teacher.
4. Hand out papers and collect paper work.
5. Assist with supplementary work for advanced pupils.
6. Provide special help such as drilling with flash cards, spelling, and play activities.
7. Assist in preparing instructional materials.
8. Reinforce learning with small groups.
9. Assist children in learning their names, addresses, telephone numbers, birthdays, and parents' names.
10. Supervise free play activities.
11. Prepare flash cards and charts.
12. Prepare art supplies and other materials.
13. Hear requests for help, observe learning difficulties from pupils, and report such matters to teachers.
14. Score objective tests and papers and keep appropriate records for teachers.
15. Escort children on educational trips outside the classroom with the teacher and other appropriate adult support.
16. Assist in educational demonstrations for the class or small groups.
17. Support the teacher in the areas of sewing, cooking, industrial arts, and physical education.
18. Assist in setting up learning centers.
19. Provide assistance with individualized programmed materials.
20. Work with individual students or small groups on language development as outlined by the speech clinician.

# **INSTRUCTIONAL PARAEDUCATOR UNACCEPTABLE DUTIES AND RESPONSIBILITIES**

The instructional paraeducator:

1. Shall not be solely responsible for a classroom or a professional service.
2. Shall not be responsible for the diagnostic and programming functions of the classroom.
3. Shall not be responsible for preparing lesson plans and initiating original concept instruction.
4. Shall not grade subjective or essay tests.
5. Shall not be responsible for assigning grades to a student.
6. Shall not be used as a substitute for certified teachers unless he possesses the appropriate substitute teacher's certificate.
7. Shall not assume full responsibility for supervising assemblies or field trips.
8. Shall not regulate pupil behavior by corporal punishment or similar disciplinary means.
9. Shall not treat injuries or other medical needs of children without permission from appropriate personnel.
10. Shall not be assigned to work with the most "difficult" students the majority of the day in a "babysitting type" of arrangement.

## **THE SPECIAL EDUCATION INSTRUCTIONAL PARAEDUCATOR RESPONSIBILITIES**

The responsibility of the Paraeducator is to follow the program planned by the certified professional. The professional assumes the primary responsibility for the instruction of the students. Many times, the para and the professional will have responsibilities that are comparable and overlap. The following is a comparison of such responsibilities.

### **Supervising Teacher**

1. Diagnoses educational needs.
2. Plans instructional programs.
3. Grades students' performance.
4. Takes responsibility for new concepts, skills and each new classroom activity.

### **Paraeducator**

1. Scores and compiles data associated with testing and other types of assessment; carries out informal assessment.
2. Assists with the planning process; copies, transcripts, types, files, etc.
3. Checks and scores student work.
4. Reinforces and reviews concepts and skills. Assists students in

		performing activities initiated by the supervising teacher.
5.	Revises instructional programs.	5. Monitors student progress in instructional programs and relates findings to supervising teacher.
6.	Designs instructional materials.	6. Helps develop instructional materials designed by the supervising teacher.
7.	Designs and implements behavioral intervention plans.	7. Monitors and reinforces student performance concerning behavioral interventions through observation; assumes data collection, compilation, and other record keeping duties.
8.	Communicates with parents.	8. Maintains records associated with the parent conferencing procedure, confirms conference dates, etc.
9.	Responsible for behavioral management.	9. Manages students during times when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom; play supportive management role when supervising teacher is present.
10.	Attends inservice workshops.	10. Attends inservice workshops for Paraeducators.

The delineation of supervising teacher and Paraeducator responsibilities offered above may be further clarified by the following list of Paraeducator do's and don't.

**The Paraeducator may:**

1. Be left alone in the classroom for short periods of time when the supervising teacher is away. The supervising teacher remains responsible for the classroom at all times and must remain accessible.
2. Work without direct supervision with individuals or groups of students.

**The Paraeducator may not:**

1. Be used as a substitute for certified teacher.
2. Teach independently new concepts and skills.

- |   |   |
|---|---|
| <p>3. Have specific instructional and management responsibilities for the students.</p>   | <p>3. Be given primary responsibility for working with individual students.</p>   |
| <p>4. Be involved in student staffing.</p>  | <p>4. Be assigned to attend student staffings in lieu of the supervising teacher.</p>   |
| <p>5. Be used to support the integration of exceptional students into regular classes by tutoring these students in regular class assignment and giving tests orally, etc.</p>                            | <p>5. Be given primary responsibility for mainstreaming one or more students or used to teach regular curriculum content to non-exceptional students.</p>                             |
| <p>6. Be assigned record keeping tasks relevant to the classroom assignments.</p>   | <p>6. Be used to carry out clerical responsibilities usually assigned to other staff members in the building.</p>   |
| <p>7. Assist the supervising teacher in supervising assemblies and group field trips. Take individual students in job-related activities, job interviews, curriculum-based recreation, shopping, etc.</p> | <p>7. Take full responsibility for supervising field trips, assemblies or other non-teaching duties usually assigned to teachers, e.g., hall duty, extra duty, school clubs, etc.</p> |

# Media Center Hours

The Media Center is open Monday,  
Tuesday and Wednesday from  
8:00 a.m. to 1:00 p.m.

You can call Kim Roberts at 623-2400  
or email your requests to:

**[kroberts@hays489.k12.](mailto:kroberts@hays489.k12.ks.us)**

**[ks.us](http://ks.us)**

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# MEDICAID/HEALTHWAVE 19 AUTHORIZATION

and

## RELEASE of INFORMATION

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**Hays West Central Kansas Special Education Cooperative**  
323 West 12<sup>th</sup> Street  
Phone: 785-623-2400

**Hays, Kansas 67601**  
Fax: 785-623-2412

Kansas SRS, Medicaid, and the Kansas State Department of Education have implemented a program in which the Hays West Central Kansas Special Education Cooperative can bill Medicaid/Healthwave 19 for special education services provided at school.

This program allows us to bill for current services provided to your child from April of 1997 and all future services. If your child is on an IEP and is Medicaid/Healthwave 19 eligible, we intend to bill Medicaid for the special education services provided to your child according to your child's IEP. (This also includes those students who are on a consultive IEP.) This will allow us to recoup part of the cost of providing services.

The information we are requesting is kept confidential and will not interfere with your Medicaid/Healthwave 19 benefits or apply to any private health insurance you may have.

**Student Name** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

**Medical/Healthwave 19 card #** \_\_\_\_\_

**Social Security #** \_\_\_\_\_

Your signature below authorizes the Hays West Central Kansas Special Education Cooperative to release appropriate information in order to bill Medicaid/Healthwave 19 for services provided to your child in school.

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## INFORMATION NEEDED IN IEP FILES

**Student Name** \_\_\_\_\_  
**Exceptionality** \_\_\_\_\_  
**Date** \_\_\_\_\_  
**Building** \_\_\_\_\_

	OK/Missing	Person Responsible	Contact Date
General Education Intervention			
Letter of Intent to Evaluate			
Written Consent for Evaluation/ Reevaluation			
Student Assessment Report			
Speech/Language Report			
Psychologist Report			
Classroom Observation			
Eligibility Report			
IEP			
Transition Services (IEP page)			
Placement Consent/Change			
Meeting Notes			
Parent Notification of IEP Meeting			
Student Notification of IEP Meeting (Student 14 & Older)			
9-Week Updates			

# Permission Form for Media Coverage

Student's Name: \_\_\_\_\_

The Special Education Cooperative of USD 489 has our permission to include our child in media coverage arranged by Special Education Administration and/or the child's teacher.

The media we allow participation in are check below. (Please mark all six boxes unless there is a specific activity you object to.)

Written (name mentioned in print media)

USD 489 publications only (school newsletters, etc)

External publications (newspapers)

Visual (still photographs, videotapes, slides)

USD 489 use only (photo in school newsletters)

External use (presentation videos, TV coverage of school activities)

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)

# Hays West Central Kansas Special Education Cooperative

## Record of Mileage Reimbursement for In-District Travel

Name \_\_\_\_\_ School \_\_\_\_\_

**Authorized In-District Travel**

The district will reimburse employees for all use of personal vehicles for in-district travel when it is required by the job assignment pertaining to a child's education or an IEP meeting. Inservices are **not** reimbursed using this form. Authorized travel will be reimbursed at a rate of thirty-three (33) cents per mile. The miles must be documented on the Mileage Log form for the state auditor.

In lieu of the thirty-three (33) cents per mile, an employee using their personal vehicle on a regularly scheduled basis (minimum of three times per week throughout the school year) may be paid \$22.00 per contract month. Payment will be included with your payroll check and considered ordinary income. This means all applicable taxes will be deducted. **Regardless which amount you are paid, the mileage log form still must be completed.**

Forms are to be turned in after the completion of the months in December and May. Payments will be made upon receipt of this signed and completed affidavit and log form. Payments will be made in February and June. July and August shall be recorded with the first semester mileage.

		Option 1	Option 2
	TOTAL MILES		TOTAL AMOUNT
July		x .35	Reimbursed at \$22 per month if you meet criteria
August		x .35	
September		x .35	
October		x .35	
November		x .35	
December		x .35	
January		x .35	
February		x .35	
March		x .35	
April		x .35	
May		x .35	
June		x .35	
July		x .35	

**NOTE: You may only choose one (1) option.**

State of Kansas, Ellis County, KS.

I, the undersigned, do solemnly swear that I am the agent of above named claimant; that the above account against the Board of Education of Unified School District 489, Ellis County, State of Kansas, is just and correct and remains due and unpaid.

\_\_\_\_\_  
Signature

July 2002

**Attach Mileage Log form**

