



# **Paraprofessional Handbook**

## **2019-2020**



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# Job Description

**Job Summary:** Special Education Paraprofessionals provide assistance, under case manager and classroom teacher direction, to students identified with special needs by helping them stay on task, complete assignments, maintain acceptable behavior, and function in daily living skills needed for success in school. Paraprofessionals will report on days students are present.

## **Essential Functions:**

*Paraprofessional duties depend on student needs and often include the following:*

- Work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
- Guide independent study, enrichment work, and remedial work set up and assigned by the teacher or case manager to work on IEP goals.
- Read to students, listen to students read, and participate in other forms of oral communication with students.
- Check notebooks, correct papers, and supervise testing and make-up work, as assigned by the teacher.
- Perform assigned supervision of students during lunch periods, play periods, and on field trips.
- Help students with their clothing.
- Assist with lunch, snack, and cleanup routines.
- Assist with wash-up and toilet routines.
- Alert the regular teacher and case manager to any problems or special information about an individual student.
- Participate in in-service training programs, as assigned.
- Maintain the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.

**Required Qualifications:**

- High school diploma or equivalent.
- Aptitude for the work to be performed.
- Interest in children and education.
- Desire to assist students with special needs in a learning environment.
- Emotional maturity and stability necessary for the specialized work involved.
- Speaks English.

**Preferences:**

- Speaks Spanish and/or Mandarin Chinese.

**Physical Requirements:**

This position requires vocal communication, hearing, climbing, balancing, stooping, kneeling, reaching, standing, walking, sitting, pushing, pulling, use of hands to grasp and feel, and vision abilities including close, distance, and adjusting focus.

Lifting/moving required frequently up to 25 pounds and occasionally up to 40 pounds or more. Work occasionally requires exposure to bloodborne pathogens and is generally in a moderately noisy location. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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# Roles and Responsibilities

## What is a Paraprofessional?

**Paraprofessional** means a school district employee who is primarily engaged in direct instruction with one or more pupils for instructional activities, physical or behavior management, or other purposes under the direction of a regular education or special education teacher or related service provider.

M.R.3525.0200 Subp.10a

## District Responsibilities

For paraprofessionals employed to work in programs for students with disabilities, the school board in each district shall ensure that:

1. Before or immediately upon employment, each paraprofessional develops sufficient knowledge and skills in emergency procedures, building orientation, roles and responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin meeting the needs of the students with whom the paraprofessional works.
2. Annual training opportunities are available to enable the paraprofessional to continue to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, following lesson plans, and implementing follow-up instructional procedures and activities.
3. A district-wide process obligates each paraprofessional to work under the ongoing direction of a licensed teacher and, where appropriate and possible, the supervision of a school nurse.

MN Statute 125A.08(C1-3)

# Professional Development

## **Training possibilities**

The school board must consider including provisions that provide training in: students' characteristics; teaching and learning environment; academic instruction skills; student behavior; and ethical practices.

## **Initial training**

Within the first 60 days of supervising or working with students, a district must provide each paraprofessional with initial training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline policies, roles and responsibilities, and a building orientation.

MN Statute 120B.363

# Legal and Ethical Duties of a Paraprofessional

## **Paraprofessionals must:**

- Maintain Confidentiality.
- Respect the legal and human rights of students and families.
- Follow district policies for the health and safety of students.
- Understand roles and responsibilities of the educational staff.
- Follow the directions of teachers and other supervisors.
- Follow the chain of command for administrative procedures.
- Demonstrate dependability, integrity, respect for student differences and other standards of ethical conduct.
- Demonstrate a willingness to participate in training activities to improve performance.
- Be familiar with and understand IEPs, Behavior Support Plans, and Health Plans if appropriate.

## **Examples of Roles and Responsibilities for Paraprofessionals:**

- Implement academic or behavior plans under direct supervision of the Teacher.
- Maintain records/data collection under the supervision of the Teacher.
- Communicate needs and situations of individuals that affect their safety and welfare to the Teacher and/or Administrator.
- Give instruction for an entire group, small groups and individuals under the direction of the Teacher.

\*\*\*These are examples. There are many more things that occur each day for individual students that the list does not cover.



# Confidentiality

## **What Paraprofessionals Need to Know about Confidentiality:**

- Federal law protects the privacy of student education records.
- Parents or age eligible students (18 years old) have the right to inspect and review the student's education records maintained by the school.
- Schools must have written permission from the parent in order to release any information from the education record.

**Law:** Parental Access to Student Records Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

## **Maintaining Confidentiality When Working with Students and Families:**

- The Minnesota Government Data Practices Act protects individuals by prohibiting the sharing of information about them without their permission.
- Confidentiality is one of the most critical and important aspects of your job as a paraprofessional.
- It's your legal responsibility to observe both the rights of individuals and of parents in regards to data privacy.
- It is best to only share information about a student with the educational team
- Follow a "NEED TO KNOW" approach.
- The Teacher provides the communication with parents.

## **Questions to ask the Special Education IEP Case Manager:**

- What are the students' needs that I NEED TO KNOW?
- Are there special instructional activities I should use with specific students?
- What are the priorities for each student I will be working with?
- How should I report student academic and behavioral results to you?
- Where should I document information regarding academics, behavior, schedule changes, etc.?

## **Behavior supports to know:**

- What is the student's positive behavior support plan?
- What are the classroom rules?
- What are the strengths and interests of the students I'll be working with?
- How should I communicate to you regarding student's behavior?

## What is Confidentiality?

Paraprofessionals often have access to confidential information regarding students. A key responsibility of paraprofessionals is to practice responsible and ethical standards regarding confidential information. Paraprofessionals need to be knowledgeable about laws regarding confidential information and practice appropriate behaviors reflecting the law and respecting the privacy of students and families. The list below, from *Paraprofessional Connection - Color Me Successful: Ideas to grow by for beginning and experienced paraprofessionals* by Sam Mule, outlines some of the issues in a creative and memorable manner.

- C** - Control information about the students.
- O** - Only share information with those people who have a need to know and who have proper authorization.
- N** - Never discuss school information regarding students while attending social events.
- F** - Forward inquiries regarding students to teacher and supervisory personnel, if you are approached for confidential information.
- I** - Interact with those who inquire in a manner in keeping with your responsibilities.
- D** - Don't discuss student situations in the lounge with staff who have no need to know.
- E** - Explanations for not discussing a student are easier than explanations for inappropriately divulging confidential information.
- N** - Not sharing is caring.
- T** - Think about privacy.
- I** - It's important that things that happen at school, stay at school.
- A** - Appropriate information exchange carries with it responsibility.
- L** - Learn how to handle uncomfortable inquiries in positive and courteous, but confidential, ways.
- I** - Identify acceptable ways that the necessary people can access information.
- T** - Treat confidential information as if your job depended on it - because it may.
- Y** - You are part of positive public relations for schools. Confidentiality is a cornerstone.

# Mandated Reporter

**Minnesota Statute 626.556** requires persons in designated professional occupations to report suspected child abuse or neglect. They must report to the police or child protection if they know or have a reason to believe that a child is being abused or neglected or that a child has been neglected or abused within the prior three (3) years.

## **Mandated Reporters include:**

Workers in a number of professions including health care, social services, psychological treatment, child care, education, corrections, law enforcement and clergy, are required to report suspected child maltreatment. Suspected abuse or neglect could include:

## **Neglect**

Neglect is usually involves the failure of the child's caregiver to:

- Supply the child with necessary food, clothing, shelter, medical or mental health care, or appropriate supervision.
- Protect the child from conditions or actions that endanger the child.
- Take steps to ensure that a child is educated according to the law.
- Exposing a child to certain drugs during pregnancy and causing emotional harm to a child may also be considered neglect.

## **Physical abuse**

Physical abuse is any physical injury or threat of harm or substantial injury, inflicted by a caregiver upon a child other than by accidental means. The impact of physical abuse can range from minor bruises to severe internal injuries and death. Physical abuse does not include reasonable and moderate physical discipline of a child that does not result in an injury.

## **Mental injury**

Mental injury is harm to the child's psychological capacity or emotional stability evidenced by an observable and substantial impairment of the child's functioning.

## **Sexual abuse**

Sexual abuse is the subjection of a child to a criminal sexual act or threatened act by a person responsible for the child's care or by a person who has a significant relationship to the child or is in a position of authority.

### **To report concerns about child abuse, neglect or sexual abuse:**

During business hours, contact the county where the child lives. If the child is in immediate risk of harm, please contact your local law enforcement agency, or dial 911.

**Washington County Social Services:** 651-430-6457

**Chisago County Human Services:** 651-213-8868

**Anoka County Human Services:** 763-324-4000

**Ramsey County Social Services:** 651-266-4444

The name of the reporter is confidential and may be disclosed by Court Order only. All reporters have immunity from civil or criminal liability when acting in good faith. Mandated reporters also have immunity from retaliation by their employers for making a report.

Mandated reporters must make a verbal report within 24 hours of their knowledge of the incident directly to Social Services or Law Enforcement. Reporting to a worker's superior does not release the mandated reporter from his/her reporting obligation. The reporter must file a written report within 72 hours (excluding holidays and weekends) after making the oral report.

# Student Maltreatment

## **Do You Suspect Student Maltreatment?**

If you are working within the education system and suspect a child is being or has been abused or neglected, you are a mandated reporter. You are legally required to make a report to the responsible agency; reporting to your supervisor is not sufficient.

## **Who Are Mandated Reporters?**

Mandated reporters include professionals and their delegates in the following fields: education, health care, social services, childcare, mental health, law enforcement, correctional services, and clergy.

## **Protection for Reporters**

School districts cannot retaliate against any employee who reports alleged maltreatment. People who make reports cannot be punished by demotion, suspension, or change in assignment. The identity of reporters is confidential and must be protected.

## **Who You Should Report To**

All reports of abuse or neglect should be submitted to the agency responsible for investigating the report.

- The Minnesota Department of Education (MDE) investigates reports that occur in public schools.
- County social service agencies investigate reports that occur within the home, family childcare, foster care settings, or in juvenile correctional facilities.
- The Minnesota Department of Human Services investigates reports of alleged maltreatment that occur in licensed child care centers.
- Law enforcement investigates reports in which a violation of a criminal statute is alleged.

If you are uncertain about how or where to report, please call the Minnesota Department of Education 24-hour reporting line at 651-582-8546 for assistance.

## Filing a Student Maltreatment Report

### *What to Report*

- **Physical Abuse** includes any physical, threatened, or mental injury inflicted on a child by a person responsible for the care of the child, other than by accidental means. Physical abuse in a school setting includes the use of corporal punishment or prohibited procedures.
- **Sexual Abuse** includes any act of criminal sexual contact by a person responsible for the child's care or by a person in a position of authority over the child. Sexual abuse also includes threatened sexual abuse.
- **Neglect** is the failure to provide a child with necessary food, shelter, clothing or medical care; the failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so; and the failure to provide appropriate care and supervision after considering the child's age, mental ability, physical condition, environment, and length of absence of the caregiver.

### *How to Report*

- **Online:** Reporting forms and additional information are available on MDE's website: <https://education.mn.gov/MDE/fam/maltr/>  
Complete the form electronically and select the Email Form button on the form to automatically email it to MDE.
- **Email:** Save the completed form and email to:  
mde.student-maltreatment@state.mn.us.
- **Fax:** Fax the completed form to 651-797-1601.
- **Telephone:** Report via the 24-hour reporting hotline 651-582-8546. If you report by telephone, you must follow up with a written report within 72 hours.
- **Mail:** Mail the completed form to: Student Maltreatment, 1500 Highway 36 West, Roseville, Minnesota 55113.

## What Happens Next

### *The Investigative Process*

1. Upon receipt of a report, the Student Maltreatment Program staff will assess the report and determine if it meets the criteria for an investigation.

2. When appropriate, a report will be referred to other agencies or programs within MDE, including the special education unit.
3. When MDE opens a report for investigation, MDE will immediately cross-report to law enforcement as required by law.
4. MDE will then defer the investigation to law enforcement and either work cooperatively with law enforcement and the school on the investigation, or conduct its own investigation.
5. Trained maltreatment investigators will conduct investigations and determine whether maltreatment occurred and who is responsible. The responsible party may be an individual, a facility (i.e., school), or both.
6. MDE investigators and law enforcement must be given access to related school records when they are needed for maltreatment investigation. The Minnesota Government Data Practices Act does not prohibit schools from providing such information when maltreatment is being investigated.

### **The Final Report**

- Upon completion of an investigation, MDE will issue a determination of whether or not maltreatment occurred.
- The report must protect the identity of the reporter, the student, the alleged offender, and witnesses.
- If maltreatment is determined, the determination must be provided to the victim's parents, the offender, school administrators, the school board, and the appropriate licensing agency if the employee is licensed.
- If maltreatment is not determined, the determination must be provided to the alleged victim's parents, the alleged offender, school administrators, and the school board.

### **Student Maltreatment Program**

1500 Highway 36 West

Roseville MN 55113

**Phone:** 651-582-8546

**Fax:** 651-797-1601

**Email:** [mde.student-maltreatment@state.mn.us](mailto:mde.student-maltreatment@state.mn.us)

**Web:** <https://education.mn.gov/MDE/fam/maltr/>



# Modified Instructional Competencies for Paraprofessionals

## **Philosophical, Historical, and Legal Foundations of Education**

- Be sensitive to different cultures, including different beliefs, traditions, and values, and know that culture can affect the relationships between a child, family, and school.
- Be aware that parents and students have human and legal rights and responsibilities.
- Understand the differences in roles and responsibilities of professionals, paraprofessionals, and support staff.
- Understand the purpose/goal of education and teaching for all students  
Know the important laws, rules, regulations, and district policies and procedures that guide the work of paraprofessionals.

## **Characteristics of Students**

- Know that students may have needs in different areas (cognitive, communication, physical, social, emotional), and many things may influence a student's needs.
- Be aware that a disability may have an effect on a student's life, family, school, and community.
- Know and respect that students come from diverse backgrounds (cultural, language, environmental) and know that a student's background may affect his/her life and learning.
- Understand the effects and side-effects of medications that are commonly taken by students.
- Be aware that student characteristics can impact learning and achievement.

## **Assessment, Diagnosis, Evaluation**

- Be aware that the school has different ways of testing students to decide if a student needs special education services and what his/her needs are.

- Collect student data (when directed by a teacher), respect student confidentiality, and be aware that there are laws about taking data on students.

### **Instructional Content and Practice**

- Know that students have different learning styles, and be able to help students and teachers in different ways.
- Be aware that there are different expectations and challenges in different classrooms or settings.
- Make and maintain relationships with students.
- Use a variety of methods and activities that are developmentally appropriate (based on what a child can/cannot do) and age appropriate (would be used by other students of the same age), while helping a teacher.
- Help change or adapt lessons and materials to meet the needs of a student, as directed by a teacher.
- Follow spoken and written directions from teachers, and ask for help or an explanation when it is needed.

### **Supporting the Teaching and Learning Environment**

- Help to make a safe, healthy, and effective teaching and learning environment.
- Be aware of different ways technology can help students and teachers.
- Know different ways to help students be included in different classes/settings.
- Find ways to help students become more independent, being able to do things on their own or with as little help as possible.
- Know that paraprofessionals can impact the learning environment for students and staff.
- Prepare and organize materials to help or teach students, as directed by a teacher.

### **Managing Student Behavior and Social Interaction Skills**

- Know that there are laws, rules, and safeguards about what schools can and cannot do to manage student behaviors.
- When managing student behaviors, be aware that there are things that may be considered ethical or unethical (“right and wrong”).

- Understand that there are district and/or school behavior management plans for students.
- Know the main factors that influence student behavior.
- Know many different ways to reward positive behavior.
- When directed by a teacher, collect fair and accurate data on student behaviors that may be given to other licensed staff.
- Know what social skills a student needs to have now and in the future.
- Help students develop good social skills by finding ways to change the environment.

### **Communication and Collaborative Partnerships**

- Act as a member of the school team when asked to come to conferences with families and understand the concerns of parents.
- Be careful and confidential when communicating about students.
- Be sensitive and respectful when communicating about all students and families, regardless of differences in culture, lifestyle, values, and home life.
- Be aware of the role of students, parents, teachers, paraprofessionals, and others from the school or community when planning for a student's education.
- Communicate positively with students, families, school staff, and people in the community.
- Follow directions from a teacher while working together with them on student schedules, classroom or learning goals, and performance.
- Understand and use appropriate vocabulary when talking about students, roles, and teaching and learning activities.

### **Professional and Ethical Practices**

- Be committed to helping students reach their highest potential, including modeling positive behavior.
- Behave in a way that shows you know and have positive respect for the differences between the roles and responsibilities of paraprofessionals, professionals, and other support staff.

- Follow the written standards and rules of the school, state, or company where you work.
- Behave in a way that shows you can separate personal issues from your responsibilities at work.
- Show respect for the diversity of students.
- Be able to complete academic skills (including written and verbal communication) and be aware of your knowledge of the skills being taught.
- Be willing to participate in on-going staff development, self-evaluation, and to improve based on feedback.

### **Academic Instructional Skills in Math, Reading, and Writing**

#### ***Math***

- Help the teacher teach and reinforce math skills, and follow written and verbal directions and plans from the teacher.
- Use developmental (based on what a student is able/not able to do), age-appropriate (would be used by peers of the same age without disabilities), and culturally-sensitive strategies in math that support the teacher and students.
- Know how to find and use resources (including technology) to support the teacher and students in math (examples: internet resources, instructional manuals, objects or manipulatives, colleagues or other staff members)
- Support a teacher in gathering and recording student data in the area of math.
- Know math vocabulary.
- Understand how the Minnesota Standards and Testing (including local testing, like the MAP tests, or state tests, like the MCA or MTAS tests) are used to plan for math instruction.

#### ***Reading***

- Help the teacher teach and reinforce reading skills, and follow written and verbal directions and plans from the teacher.
- Use developmental (based on what a student is able/not able to do), age-appropriate (would be used by peers of the same age without disabilities), and culturally-sensitive strategies in reading that support the teacher and students.

- Know how to find and use resources (including technology) to support the teacher and students in reading (examples: internet resources, instructional manuals, objects or manipulatives, colleagues or other staff members).
- Support a teacher in gathering and recording student data in the area of reading.
- Know reading vocabulary.
- Understand how the Minnesota Standards and Testing (including local testing, like the MAP tests, or state tests, like the MCA or MTAS tests) are used to plan for reading instruction.

### ***Writing***

- Help the teacher teach and reinforce writing skills, and follow written and verbal directions and plans from the teacher.
- Use developmental (based on what a student is able/not able to do), age-appropriate (would be used by peers of the same age without disabilities), and culturally-sensitive strategies in writing that support the teacher and students.
- Know how to find and use resources (including technology) to support the teacher and students in writing (examples: internet resources, instructional manuals, objects or manipulatives, colleagues or other staff members).
- Support a teacher in gathering and recording student data in the area of writing.
- Know writing vocabulary.
- Understand how the Minnesota Standards and Testing (including local testing, like the MAP tests, or state tests, like the MCA or MTAS tests) are used to plan for writing instruction.



# Disability Awareness and Special Education

## Definitions and Descriptions of Disabilities and Services

The State of Minnesota has eligibility criteria for identifying 14 disability categories. Provided is a brief overview of the different disabilities and services:

### Autism Spectrum Disorders (ASD)

“Autism” is a lifelong developmental disability with onset usually in the first three years of life. It is a behaviorally defined syndrome characterized by an uneven developmental profile and disturbances in interaction, communication, and perceptual organization. Autism occurs on a continuum from mild to severe. It occurs by itself or in association with other disorders such as mental retardation or fragile x syndrome. It may include the diagnosis of pervasive developmental disorder. Because of the low incidence and complexity of this disability, professionals with experience and expertise in the area of autism need to be on the team determining the disability and educational program.

M.R.3525.1325 Subp.1

### Deaf-Blind

“Deaf-Blind” means medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interaction in the environment. M.R.3525.1327 Subp.1 Deaf and Hard of Hearing (DHH) “Deaf and Hard of Hearing” means a diminished sensitivity to sound that is expressed in terms of standard audiological measures. Hearing impairment has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

M.R. 3525.1333 Subp.1 46

### Emotional or Behavioral Disorders (EBD)

“Emotional or behavioral disorder” means an established pattern characterized by one or more of the following behavior clusters:

- A. Severely aggressive or impulsive behaviors.
- B. Severely withdrawn or anxious behaviors, general pervasive unhappiness, depression or wide mood swings.
- C. Severely disordered thought processes manifested by unusual behavioral patterns, atypical communication styles, and distorted interpersonal relationships.

This category may include children with schizophrenic disorders, affective disorders, anxiety disorders, or other sustained disorders of conduct or adjustment when they adversely affect educational performance and results in either an inability to build or maintain satisfactory interpersonal relations necessary to the learning process with peers, teachers, and others, or failure to attain or maintain a satisfactory rate of educational or developmental progress that cannot be improved or explained by addressing intellectual, sensory, health, cultural, or linguistic factors.

M.R. 3525.1329 Subp.I

#### Developmental Cognitive Disability (DCD)

- **Mild-Moderate (MM)**
- **Severe-Profound (SP)**

"Developmental Cognitive Disabilities" refers to pupils with significantly subaverage general intellectual functioning resulting in or associated with concurrent deficits in adaptive behavior that may require special education instruction and related services.

M.R.3525.1333 Subp.I

#### Other Health Disability (OHD)

"Other health disability" means a broad range of medically diagnosed chronic or acute health conditions that may adversely affect academic functioning and result in the need for special education instruction and related services. The decision that a specific health condition qualifies as other health impaired will be determined by the impact of the condition on academic functioning rather than by the diagnostic label given the condition.

M.R.3525.1335 Sub.I

## Physically Impaired (PI)

“Physically impaired” means a medically diagnosed chronic physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.

M.R. 3525.1337 Subp.1

## Severely Multiply Impaired

“Severely multiply impaired” means severe learning and developmental problems resulting from two or more disability conditions determined by an evaluation as defined by Minnesota Rule, part 3525.2710

M.R. 3525.1339 Subp.1

## Specific Learning Disabilities (SLD)

“Specific learning disability” means a condition within the pupil affecting learning relative to potential.

1. A specific learning disability is manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the individual does not learn at an adequate rate when provided with the usual developmental opportunities and instruction from a regular school environment.
2. A specific learning disability is demonstrated by a significant discrepancy between a pupil's general intellectual ability and academic achievement in one or more of the following areas: Oral expression, listening comprehension, mathematical calculation or mathematical reasoning, basic reading skills, reading comprehension, and written expression.
3. A specific learning disability is demonstrated primarily in academic functioning, but may also affect self-esteem, career development, and life adjustment skills. A specific learning disability may occur with, but cannot be primarily the result of: visual, hearing, or motor impairment; mental impairment; emotional disorders; or environmental, cultural, economic influences, or a history of an inconsistent educational program.

M.R.3525.1341Subp.1

## Speech or Language Impairments

### **Fluency Disorder**

**Definition:** "Fluency disorder" means the intrusion or repetition of sounds, syllables, and words; prolongation of sounds; avoidance of words; silent blocks; or inappropriate inhalation, exhalation, or phonation patterns. These patterns may also be accompanied by facial and body movements associated with the effort to speak. Fluency patterns that can be attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language should not be identified as a disorder.

M.R.3525.1343 Subp.1

### **Voice Disorder**

**Definition:** "Voice disorder" means the absence of voice or presence of abnormal quality, pitch, resonance, loudness or duration. Voice patterns that can be attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language should not be identified as a disorder.

M.R. 3525.1343 Subp.2

### **Articulation Disorder**

**Definition:** "Articulation disorder" means the absence of or incorrect production of speech sounds that are developmentally appropriate. Articulation patterns that can be attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language should not be identified as a disorder.

M.R.3525.1343 Subp.3

### **Language Disorder**

**Definition:** "Language disorder" means a breakdown in communication as characterized by problems in expressing needs, ideas, or information that may be accompanied by problems in understanding. Language patterns that can be attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language should not be identified as a disorder.

M.R.3525.1343 Subp.4

## Visually Impaired (VI)

"Visually impaired" means a medically verified visual impairment accompanied by limitations in 49 sight that interfere with acquiring information or interaction with the environment to the extent that special education and related services may be needed.

M.R. 3525.1345 Subp.1

## Traumatic Brain Injury (TBI)

“Traumatic brain injury” means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a pupil's educational performance and result in the need for special education and related services. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as: cognition, speech/language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, and information processing. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

M.R. 3525.1348 Subp.1

## Early Childhood: Special Education (ECSE)

Early childhood special education must be available to pupils from birth to seven years of age who have a substantial delay or disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education.

M.R. 3525.1350 Subp.1

## Developmentally Adapted Physical Education: Special Education (DAPE)

“Developmental adapted physical education: Special Education” means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illnesses or disabilities are termed special needs students. Special needs 50 students are not eligible for developmental adaptive physical education: special education. Provisions for these students must be made within the regular physical education as described in Minnesota Statutes, section 126.02.



# Commonly Used Acronyms

<b>ASD</b>	Autism Spectrum Disorder
<b>AT</b>	Assistive Technology
<b>BIP</b>	Behavior Intervention Plan
<b>CST</b>	Child Study Team
<b>D/BL</b>	Deaf and Blind
<b>D/HH</b>	Deaf/Hard of Hearing
<b>DAPE</b>	Developmental Adaptive Physical Education
<b>DCD</b>	Developmental & Cognitive Disabilities
<b>EBD</b>	Emotional or Behavioral Disorder
<b>ER</b>	Evaluation Report
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free Appropriate Public Education
<b>FBA</b>	Functional Behavioral Assessment
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Plan
<b>LRE</b>	Least Restrictive Environment
<b>OHD</b>	Other Health Disabilities
<b>OT</b>	Occupational Therapy
<b>PI</b>	Physical Impairments
<b>PWN</b>	Prior Written Notice
<b>SEAC</b>	Special Education Advisory Council
<b>SLD</b>	Specific Learning Disability
<b>SLP</b>	Speech & Language Pathologist
<b>SMI</b>	Severely Multiply Impaired
<b>TBI</b>	Traumatic Brain Injury
<b>VI</b>	Visually Impaired

# Effective Communication

## **Effective Communication with Students**

- Listen actively.
- Know, respect and understand attitudes.
- Share common vocabulary.
- Be aware of non-verbal cues.
- Give clear directions and expectations.
- Be aware of special interests and talents.
- Create an atmosphere of trust, cooperation, respect and loyalty.
- Minimize verbal chatter and conversation. Less is more when working with all of our students. They respond best to fewer verbals.

## **Effective Communication with Team Members**

- Be willing to work closely with a team of adults in a constructive and professional manner.
- Identify and resolve concerns with team members in a professional manner.

# Walkie Talkies

	CH	Use
 <p data-bbox="272 1087 695 1125">LILA Radio Channel Plan</p> <p data-bbox="201 1142 711 1251">Emergency / Priority: all radios scan CH1: <b>ONLY</b> for <b>DRILLS and EMERGENCIES</b></p> <p data-bbox="201 1293 730 1440">Alternate (alt): May be used for temporary communication needs. Ex: relaying lengthy info off normal channel.</p>	1	Emergency / Priority
	2	Administrative
	3	Dismissal
	4	Curbside (Main)
	5	SpEd
	6	Curbside (Annex)
	7	Explorer Club
	8	Front Desk
	9	Maintenance
	10	Alt
	11	Ch 3 Dismissal
	12	Ch 4 Curbside
	13	Alt
	14	Ch 7 Explorer Club
	15	Ch 8 Front Desk



# Contact Information

Last Name	1st Name	Title/Program	Building	Ext.	Email
Borlaug	Cassandra	OT & MA Billing Coordinator	Main	249	<a href="mailto:cborlaug@mylila.org">cborlaug@mylila.org</a>
Campbell-Beams	Rana	SpEd Communication Specialist	Annex & Main	271	<a href="mailto:rcampbell-beams@mylila.org">rcampbell-beams@mylila.org</a>
Cauldero	Adrienne	SpEd Coordinator	HW	317	<a href="mailto:acauldero@mylila.org">acauldero@mylila.org</a>
Cummings	Tami	HR Director	Main	214	<a href="mailto:tcummings@mylila.org">tcummings@mylila.org</a>
Dunagan	Larry	LS Dean of Students	Main	227	<a href="mailto:ldunagan@mylila.org">ldunagan@mylila.org</a>
Gallegos	Kimberly	Director of School Age & Preschool Care	Main	229	<a href="mailto:kgallegos@mylila.org">kgallegos@mylila.org</a>
Griebel	Kathy	LS Principal	Main	205	<a href="mailto:kgriebel@mylila.org">kgriebel@mylila.org</a>
Hawkinson	Nancy	US Principal	HW	330	<a href="mailto:nhawkinson@mylila.org">nhawkinson@mylila.org</a>
Peterson	Shannon	Interim Executive Director	Annex	304	<a href="mailto:speterson@mylila.org">speterson@mylila.org</a>
Richert	Jennifer	US Dean of Students	HW	306	<a href="mailto:jrichert@mylila.org">jrichert@mylila.org</a>
Rosenthal	Jill	School Nurse	Main	203	<a href="mailto:jrosenthal@mylila.org">jrosenthal@mylila.org</a>
Volk	Shirley	Director Special Education	Main	231	<a href="mailto:svolk@mylila.org">svolk@mylila.org</a>
Williams	Allison	Payroll	Main	216	<a href="mailto:awilliams@mylila.org">awilliams@mylila.org</a>

US=Upper School  
LS=Lower School

## Who to call

<b>Absences</b>	Put in Aesop first. If there are problems, contact Kimberly Gallegos
<b>Benefits</b>	Tami Cummings or Allison Williams
<b>Calendars</b>	Building Secretaries
<b>Student Needs</b>	Case Managers
<b>Pay</b>	Shirley Volk or Tami Cummings
<b>Staff injury</b>	Shirley Volk, Tami Cummings or Jill Rosenthal
<b>Student Attendance</b>	Building Secretaries
<b>Student Injury</b>	Jill Rosenthal
<b>Time off</b>	Adrienne Cauldero, Shirley Volk & Tami Cummings
<b>Training</b>	Adrienne Cauldero and Shirley Volk

## Reporting an Employee Injury

If you are injured while working, please contact the Human Resources Department the day it happens. If you realize you got hurt the day after, please inform the Human Resources Department. They will help you identify the supports and resources available for you.

## Reporting an Absence

As soon as you know that you will be missing a day of work, log into your Aesop account.

1. Select the date of your absence from the calendar.
2. Select the reason for the absence from the drop-down menu.  
*If this is a planned absence, please enter the absence into Aesop as soon as you know you will need the time off.*
3. If you have already arranged for a substitute, put NO for substitute required.

# LILA Locations

## LILA Main Campus

IB Primary Years Programme

Grades K-5

246 11th Ave SE

Forest Lake, MN 55025

**Main Office:** 651-464-0771

**Fax:** 651-464-4429

## LILA Kinder Prep

LILA Preschool Annex

121 11th Ave SE

Forest Lake, MN 55025



## LILA Headwaters Campus

Upper School Grades 6-12

19850 Fenway Ave N

Forest Lake, MN 55025

**Main Office:** 651-464-8989

**Fax:** 651-464-8990





# Paraprofessional Welcome Checklist

- Received Paraprofessional Handbook
- Received Student Handbook
- Review Roles and Responsibilities
- Trained on emergency procedures
- Building Tours
- Review Student Expectations
- Confidentiality and Vulnerability Training
- Mandated Reporting
- Student Need training
- SpEd 101 Training (Child Find, IEP & Evaluations) training
- Behavior Intervention Plan (BIP) Training
- Paraprofessional in the classroom (LS & US) Training
- Facilitating reading, writing and math for students Training
- Professionalism Training
- Third Party Billing Training
- Sensory Training