



FOCUS ON TRAINING PARAPROFESSIONALS

Department of Student Services
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This newsletter will describe paraprofessional training requirements, the new procedure for requesting training time and resources for teachers who supervise paraprofessionals.

Training Requirements

Districts are required to ensure that before or immediately upon employment, each paraprofessional develops sufficient knowledge and skills in emergency procedures, roles and responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin meeting the needs of the students with whom the paraprofessional works.

The District is also required to make annual training opportunities 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, implementing student programming, monitoring behavior, supporting instructional activities, and providing assistance with personal cares (e.g., activities of daily living).

Some of the required training and information are provided through the general employee orientation, the paraprofessional handbook and packets that new employees receive from Student Services. The paraprofessional handbook is now available on the Student Services section of the District webpage under Staff Resources. This handbook was updated in August, 2008, and contains additional information on confidentiality, third party billing, and para time logs.

Procedure for Requesting Training Time

To help ensure that paraprofessionals develop the knowledge and skills specific to their assigned student(s), we have developed a process for teachers and paraprofessionals to be paid for the time they spend on **approved** training or activities outside of the regular school day. Teachers will be paid the teacher hourly rate and paraprofessionals will be paid at their normal hourly rate. Submitted time cards will only be paid if the necessary documentation is included and the supervisor approves the training.

To obtain approval for training, submit the Paraprofessional Training Time Request and Training Documentation form to your special education supervisor **at least one week** prior to the date of training or activity. The form is located in the Forms section of the Student Services web page. It is called Paraprofessional Training Time Request. The form is also included at the end of the newsletter. The WORD version of the form can be saved on your computer so that you can attach the completed form to an email and send it to your supervisor for approval. Since supervisors get so many emails, list the subject as TRAINING REQUEST so that it stands out from the other emails. The supervisor will inform teachers by email when the request has been approved.

After the training or activity has been completed, fill out the Post-training Documentation section of the form, describing the training outcome or activity. Send the form along with the

time cards to Clare Mohs at the DAO. It is very important that training/activity and student name be listed on the time cards so that training can be tracked and paraprofessional time can be allocated. The supervisor will review the form and approve time cards for payment

Resources for Teachers Who Supervise Paraprofessionals

The Minnesota Department of Education has developed information and resources for training teachers who supervise paraprofessionals. The address of the site is:

http://education.state.mn.us/MDE/Learning_Support/Special_Education/Paraprofessional_Resources/Teachers_Directing_Paraprofessionals/index.html

The site information is organized around the competency areas of Communicating with Paraprofessionals, Managing the Work of Paraprofessionals, Modeling for Paraprofessionals, Planning and Scheduling for Paraprofessionals, Providing Instructional Support for Paraprofessionals, Public Relations and Training for Paraprofessionals. An overview is provided with corresponding competencies, resources, tools, activities, discussion questions, and power point presentations. Examples of some of their resources include:

Managing the Work of Paraprofessionals 1Mb (8/24/06) 153Kb (8/24/06)

A PowerPoint that provides "need to know" information such as confidentiality, roles and responsibilities and mandated laws.

Directing Paraprofessionals for Students with Developmental Cognitive Delay

225Kb (8/2/06)  167Kb (8/2/06)

Using schedules and notebooks for ongoing supervision and communication.

Providing Instructional Support for Paraprofessionals 142Kb (8/24/06)

A Powerpoint for Special Education Teachers working with Paraprofessionals in the classroom.

Role of Paraprofessional Assisting Students who are Blind 121Kb (8/2/06)

89Kb (8/2/06)

Collaborative Mode of professional dialog

Special Education Student's Daily Notebook 281Kb (8/2/06) 444Kb (8/2/06)

Sample notebook, includes permission forms and emergency contact information, skills assessments, goals, progress reports on assigned work and more

Strategies Supporting Positive Student Classroom Behavior 1Mb (8/1/06)

Prevention and intervention strategies that provide for students' needs

Teaching with Special Education Paraprofessionals -Tips for the First Year

196Kb (8/7/06)  153Kb (8/7/06)

Model for 1st year supervision of paraprofessionals.

Contact your special education supervisor or Susan O'Connor Meyer at Extension 1213 if you have questions.

Paraprofessional Training Time Request & Training Documentation

Directions: Submit this form to the special education supervisor at least one week prior to the date of training or activity. This form can be saved to your computer so that you can attach the completed form to an email and send it to your supervisor. Since supervisors get so many emails, list the subject as **TRAINING REQUEST** so that it stands out from the other emails. After the training/activity is completed, fill out the Post-training Documentation and send it along with the time cards to Clare Mohs at the DAO.

Teacher Name:
Paraprofessional Name:
Name of Student(s) the Training or Activity is Related to:
Estimated Time for Training/Activities:
Date to be Completed:

I request time for training or activities related to the areas of:

- | | |
|--|---|
| <input type="checkbox"/> Activities of Daily Living (e.g., dressing, eating, mobility, etc.) | <input type="checkbox"/> Health care (catheterization, medication, tubing, etc.) |
| <input type="checkbox"/> Assistive Technology Devices | <input type="checkbox"/> IEP Meeting |
| <input type="checkbox"/> Behavior (e.g., management, observations, interventions, etc.) | <input type="checkbox"/> Implementing Student Programming (e.g., dealing with schedule changes, implementing a new behavior change technique, etc.) |
| <input type="checkbox"/> Communication Devices or Tools | <input type="checkbox"/> Instrumental Activities of Daily Living (e.g., accessing the community, shopping, transition activities, etc.) |
| <input type="checkbox"/> Disability Information | <input type="checkbox"/> Medication Information |
| <input type="checkbox"/> Evacuation Plan | <input type="checkbox"/> Positioning and Mobility |
| <input type="checkbox"/> Equipment Use (e.g., wheelchair) | <input type="checkbox"/> Supporting instructional activities and modifications |
| <input type="checkbox"/> Individual Health Plan | <input type="checkbox"/> Other: |

Describe the expected outcome of the training or activities. (e.g., the paraprofessional knows what medications the student is taking, the side effects and contraindications of the medication):

Post-training Documentation

After the training or activity has been completed, describe the outcome below. Submit the time cards to Clare Mohs at the DAO, making sure to list the training/activity and the student name on the time card.

Training Outcomes:

Time for Training/Activities:

Teacher Signature:
