



Waterbury Public Schools
Special Education Department

Paraprofessional Handbook

Revised 2/1/2013

PREFACE

This manual has been put together by paraprofessional, professional, and administrative staff in an effort to better acclimate paraprofessionals with their roles and responsibilities. The department's policies, procedures and the supervision and evaluation process are also defined.

This manual is a result of the district's overall efforts to improve the quality of education afforded to our students by improving the quality of the paraprofessional staff who works so closely with them. It was reviewed and revised by the following in an effort to meet the changing needs in our district.

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*A Professional Library is also available in the Special Education Office,
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2/1/2013

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**Special Education Supervisors
Chase Municipal Building
236 Grand Street 2nd Floor**

Roberta Abell: 203 574 8091

Lisa Brown: 203 574 8046

Robert Delaney: 203 574 8059

Denise Derenches: 203 574 8059

Melina Rodriguez: 203 574 8049

Jen Kinne: 203 574 8046

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Wendy Owen: 203 574 8049

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POLICIES AND PROCEDURES

WORK SCHEDULE

184 days (school year)
5 days a week
35 hours a week
7 hours per day

All scheduled early dismissals for professional development are full workdays.

For all paraprofessionals work hours may be scheduled as follows:

15 minutes before school and fifteen minutes after school. At the discretion of the building principal a paraprofessional may be required to report to work one-half hour before the opening of school and leave at the close of school or may be required to report to work at the opening of school and leave one-half hour after the close of school.

**Paid lunch, time to equal that of the individual lunch times for students at each school.
15 minutes break**

Policy regarding leaving the building during breaks is at the discretion of the building principal

SIGN IN PROCEDURE

You will be directed by building administrator as to sign in procedure. Time clocks will be in place during the school year. Everyone must punch in for himself or herself, it is illegal to either punch in for someone else or have them punch in for you.

SUPERVISION

You will be assigned to work under the direction of certified special education staff; you may have a primary and a secondary assignment.

Chain of Command

**Elementary Level
Special Education Teacher
Vice Principal (if applicable)
Principal and Special Education Supervisor
Assistant Superintendent**

**Middle School Level
Special Education Teacher
Vice Principal (if applicable)
House Principal and Special Education Supervisor
Building Principal
Assistant Superintendent**

**High School
Special Education Teacher
Department Head
Vice Principal and Special Education Supervisor
Building Principal**

Evaluation Process

You may work in a variety of settings. Likewise you may be evaluated by a number of people. The purpose of the evaluation is to ensure that you are being effective in the attempt to meet the needs of the students with whom you are working. Your evaluation should be useful in showing those areas in which you need to improve. The performance appraisal is a Civil Service document.

ATTENDANCE

In the event of absence, paraprofessionals are required to call the Sub Finder Call-In System at 1-866-354-6375

While you are entitled to your sick time, we would encourage you to use your days wisely for the following reasons:

- 1. Special education students are being left without the assistance they require to learn and prosper in the educational setting.**
- 2. When a shortage occurs, other paraprofessionals are being pulled from their assignments and/or doing “double duty” to pick up the slack.**
- 3. You may find yourself in a situation of serious illness/surgery and not have the time to cover that absence. NOTE: The City of Waterbury is not obligated to allow a sick day agreement and will not do so in the case of suspected abuse. You must remain in pay status to continue to receive your medical benefits.**
- 4. Attendance is taken into consideration during annual evaluations and could affect any attempt to transfer into a new position.**

The Civil Service Rules and Regulations that govern your employment with the Department of Education provide that an employee who “fails to report for work for three consecutive work days without authorized leave shall be separated from the payroll and reported as a compulsory resignation.” Chapter XI, Section 2.

TARDINESS

You are expected to be at work on time on a daily basis.

LIGHT DUTY

The City of Waterbury will identify and make available light duty assignment suitable to an injured employee’s outlined restrictions, where such work is available and the claim is accepted as compensable by the City.

LEAVE OF ABSENCE

Medical, Sick

An acceptable medical certificate signed by a licensed physician may be required of an employee by his department head to substantiate a request for sick leave for the following reasons:

- 1. Any period of absence consisting of more than three consecutive work Days.**
- 2. To support a request for such leave during annual leave. (i.e. during vacation)**
- 3. Absence from work of two consecutive days’ duration (if previous absences from work occur frequently or habitually or in other situations where a pattern of abuse is evident)**

provided that prior to this absence, the employee has been warned in writing, or notified, by the department head, that such certification will be required.

Family Medical Leave Act (FMLA)

Request for leaves under the Family Medical Leave Act must be made through the Civil Service office.

EDUCATIONAL LEAVE

All requests must be made to the Director of Personnel at 203 574 8019

VACATION

Request for vacation time must be made to the building principal one week prior to the effective date of the request. Per Article VIII, Section 2(h) of the WCEA Contract *“School personnel shall be entitled to utilize up to one week of accrued vacation leave during the school year with the approval of the Building Principal. The Building Principal’s decision whether to approve or deny the use of accrued vacation leave during the school year shall not be subject to the grievance and arbitration procedure of this Agreement.*

TRANSFERS

The Civil Service Rules and Regulations that govern your employment with the Department of Education require that all new positions be posted to other union members with more seniority, if you are bumped out of your position, you will be reassigned to a new position.

Employees may apply for not more than three openings, and shall express their order of preference.

You are not eligible to request a transfer until you have three (3) years of service in one position with no *need improvement* areas in performance level evaluations.

(See WCEA Collective Bargaining Agreement for complete details)

PROCEDURE FOR JOB-RELATED INJURY

When an employee is injured on the job, the following steps should be taken.

1. Notify your principal or designee, *immediately*
2. Principal or designee calls the Injury Reporting Hotline at Berkley:
1-866-411-2883
3. Make an initial visit to either of the following:
 - Concentra Medical Center, 8 Commons Drive, Waterbury
203-759-1229, Hours 7AM-7PM Monday - Friday
 - St. Mary’s Occupational health Center, 1320 West Main Street,
Suite 102, Waterbury, 203-709-3740

4. File accident/incident report in your school
5. You may elect to follow up with your own physician.

Remember to always use safety belts; Safety belts are available from your building principal.

DRESS CODE

While at this time there is no official dress code in your contract, we respectfully request that out of respect for the student dress code and to portray an atmosphere of professionalism thereby earning the respect/validation that paraprofessionals deserve, please refrain from wearing the following:

Jeans, printed T-shirts, tank tops, and bare midriff shirts, extremely short/tight skirts. Your cooperation is greatly appreciated.

PARAPROFESSIONAL ROLE

As a paraprofessional you will be functioning as part of an education team in a supportive role, under the supervision and management of professional certified staff. Paraprofessionals are primarily responsible for assisting and supporting teachers, and other certified or licensed staff. Under their direction paraprofessionals instruct individuals and small groups of learners, assist with functional assessment activities, and carry out behavior management and disciplinary programs developed by teachers;

CONFIDENTIALITY

Paraprofessionals must respect both student and school confidentiality. You are to discuss a student's performance and problems only with those staff members serving the student, never with the parents or outsiders. All parents' questions about their children's education should be directed to the teacher.

The paraprofessional should not question school policies in the presence of student or outside of the school, but pursue personal concerns and inquiries through the school's designated chain of command. The chain of command would first be the supervising teacher, vice-principal, the principal then the building special education supervisor. (See page 5)

Paraprofessionals need to support the teaching methods and materials used by the supervising teacher, especially in the presence of students, parents, and other paraprofessionals. Any questions about methods or management are best directed privately to the teacher.

PARAPROFESSIONAL DO'S AND DON'TS GUIDELINES

DO'S

Develop and maintain a good working relationship.

Discuss the expectation of the teacher for both student and self.

Obtain knowledge of developmental stages of growth as well as characteristics of specific disabilities.

Obtain information related to your student, school and district policy, school and special education law.

(Log into the Waterbury web site, click on paraprofessionals and follow the links in blue)

Develop skills for student observation, student management and academic modifications. Discuss with teachers.

Check City of Waterbury assigned emails to ensure an open line of communication with the education department.

DON'TS

Do too much or too little for the student.

Get too close to the child, maintain an objective relationship.

Do not contact parents.

Violate areas of confidentiality, staff relations and/or assigned responsibilities.

EXAMPLES OF DUTIES AND RESPONSIBILITIES *(This list is not all inclusive)*

- 1. Assists teachers and/or other professional educators in the delivery of instructional and related support services to students.**
- 2. Assist with the instruction of students in academic subjects.**
- 3. Confers with special and general education practitioners about student's schedules, instructional goals, progress and performance.**
- 4. Implements service plans and educational objectives.**
- 5. Demonstrates techniques to stimulate cognitive, physical, and social and language development.**
- 6. Uses developmentally appropriate materials and instructional intervention for curriculum activities.**
- 7. Participates in transitional planning and vocational assessment of students.**
- 8. Supports pre-employment, vocational or transition training in classrooms or at off-campus sites.**
- 9. Operates computers and used technology and adaptive equipment that will enable students with special needs to participate in general education.**
- 10. Gathers and maintains data (record-keeping) about the performance and behavior of individual students.**
- 11. Motivates students to work.**
- 12. Assists in meeting hygiene, toileting, feeding and the mobility needs of students with varying disabilities.**
- 13. Implements behavior modification techniques as directed by certified staff.**
- 14. Read aloud or listen to children read.**
- 15. Assist students in performing activities that have been initiated by the teacher.**
- 16. Hand out paper and collect paper work.**
- 17. Assist with supplementary work for advanced pupils.**
- 18. Provide special help such as drilling with flash cards, spelling and play activities.**
- 19. Assist in preparing instruction materials.**
- 20. Reinforce learning with small groups.**
- 21. Assist children in learning their names, addresses, telephone numbers, birthdays, and parents' names.**
- 22. Supervise free play activities.**
- 23. Supervise transition times not limited to but included is morning and afternoon bussing**
- 24. Prepare flash cards and charts.**
- 25. Prepare and maintain art supplies and other materials.**
- 26. Hear request for help, observe learning difficulties from pupils, and report such matters to teacher.**
- 27. Score objective tests and paper and keep appropriate records for teachers.**
- 28. Escort children on education trips outside the classroom with the teacher and other appropriate adult support.**
- 29. Assist in education demonstrations for the class or small groups.**
- 30. Assist students with self-care tasks (as necessary)**
- 31. Support the teachers in the Unified Arts areas and in electives.**
- 32. Assist in setting up learning centers.**
- 33. Provide assistance with individualized programmed materials. (one-on-one when necessary)**
- 34. Work with individual students or small groups on language development as outlined by the speech clinician.**
- 35. Assist with supervision of playground and lunchroom and bus (arrival/departures.)**
- 36. Operate audio-visual and office equipment.**

PARAPROFESSIONAL STANDARDS

1. Arrive to work on time. The teacher and students depend on you.
2. Dress in a professional manner.
3. Listen to directions and follow them. If unclear, ask questions. Never resort to your own methods unless discussed with the teacher first.
4. Be thorough in your work. Make sure you check it over to see that it is correct. If uncertain in a particular area, talk to the teacher. Inquire about the grading procedures of the teacher.
5. Be accurate in your work. Get work done on time.
6. Work only on teaching concepts the teacher has set for the student. If unclear, ask questions.
7. When teachers are busy with other students and you are unclear on a concept, keep the student busy until you can discuss the concept with the teacher. This holds true when teachers are late getting to class. Go ahead and proceed with the students' assignment. Don't sit and wait for the teacher to tell you to begin.
8. Spend time learning where materials and equipment are within the classroom and building. Always return materials and equipment where they belong. Don't make the teacher hunt or have to ask you where it is.
9. Let teachers know when the task is done, then proceed to another task.
10. Become eager to assist the teacher both in clerical and in instructional tasks. Don't sit back and watch. Be an instructional paraprofessional.
11. Always conduct yourself as a professional, i.e. manners, attitude, and appearance. Remember you are representing yourself and the school district.
12. Be a responsible person. Don't force the teacher to always plan tasks for you. Work with the teacher, not against him/her.
13. Establish a working relationship with the teacher and the students.
14. If you take your job seriously and are always trying to do a better job to become a good paraprofessional, then being a paraprofessional is hard work. If you can't dedicate yourself to this, then you may be in the wrong profession. Make sure, for the program depends on this. Being a professional paraprofessional takes hard work and dedication.
15. Be polite and considerate of students' needs. Show them you care and are interested in them by assisting them in any way you can.
16. Learn the procedures of the school in regard to recess, restrooms. Lunch, classrooms, drinks and going from building to building.
17. Never show your disapproval in a task assigned to you in front of the student or students. Go ahead and perform the tasks or teaching concept, then discuss it with the teacher after school.
18. Perform duties assigned to you by teachers and principals. If you feel you should not perform the duties, then discuss them after school, if this does not seem work, then proceed through the proper chain of command.
19. Make yourself aware of the students' needs and limitations.
20. Don't make parent contact about a problem the student is having. Refer to certified staff and let him/her handle it.
21. Remember confidentiality in relation to students and all school matters.
22. Get to know the staff members in the building. It will help with the communication factor of the student. Don't remain a stranger.
23. In general, cooperate, communicate, and anticipate tasks and teachers' needs within the classroom. Take your job seriously. Become interested and involved in the instructional process of the student. Learn from the teacher.
24. Learn from your mistakes. Correct your mistakes. Always strive to improve your job performance. Take pride in your job and the duties you perform.

PARAPROFESSIONAL TIPS

- 1. Communicate with your teacher daily.**
- 2. Offer suggestions or ideas but don't get your feelings hurt if your suggestions or ideas aren't taken.**
- 3. Ask your teacher's opinion on your performance.**
- 4. Discuss problems NOW. Don't let them grow larger by ignoring them.**
- 5. Try to follow exactly the instructions given.**
- 6. Remember all final decisions are up to your teacher.**
- 7. Don't talk about school problems to people outside of school.**
- 8. Give the teacher feedback; it helps in communication.**
- 9. Let teachers know your interests, hobbies, background and experiences. You may be able to contribute much to special class projects and special interest centers.**
- 10. Ask questions- the teacher may assume that you understand his/her instruction.**
- 11. Share responsibilities –work with the teacher as a team.**
- 12. Be patient – with yourself- teaching is a learned profession it takes time
with the teacher – some days are more demanding than others.
with children – the courtesy and respect we show children will be imitated.**
- 13. Become familiar with the types of children served in the classroom.**
- 14. Become familiar with the academic approach of the teacher.**
- 15. Become familiar with the various types of academic equipment and materials used in the classroom**
- 16. Have a positive self-concept so that you are not dependent upon constant positive feedback from the children.**
- 17. Enthusiasm and sensitivity to the feeling of children is very important. On the other hand, this sensitivity must not get in the way of giving the child security by the use of firmness and structure.**
- 18. Mutual respect and support between the teacher and the paraprofessional must be shown at all times.**
- 19. There must be consistency in handling of rules and rewards in the classroom.**
- 20. Be prepared to give any practical assistance that the teacher feels necessary for the success of the program (helping make teacher-made materials, dittos, etc.). Work with the teacher. Have a positive attitude and emphasize the progress made. Don't be a complainer.**
- 21. Be a self-starter. When reasonably certain of what the teacher wants done, don't wait to be told.**
- 22. When the teacher is absent and a substitute is hired, follow your normal routine as closely as you can – unless otherwise instructed.**
- 23. Show some enthusiasm for your job. Be on time and be dependable.
Be a professional and Display dedication and professionalism. Take pride in what you do and others will be proud to have you a part of their team.**

DESCRIPTION OF STUDENT DISABILITIES

ID STUDENTS

Students with intellectual disabilities, significantly have below average intelligence and low adaptive behavior, which appear between birth and age 16, in what is commonly referred to as the developmental period. The child's intelligence is measured by a standardized test (usually administered by a school psychologist), which indicates what the child has already learned and is a good predictor of how well he/she will perform in school. This test gives an indication of the child's range of intellectual functioning compared to other students of the same age. The child's adaptive behavior is an indication of his/her ability to respond properly to the environment. It is an indicator of his/her use of "common sense" and how he/she behaves in social situations. Students must also show a significant deficiency in their social skill development.

Children with intellectual disabilities have a slower rate of development, which often affects their academic, social and motor skills. Sometimes these skills are not important until the child begins school, and the child's problem can go unnoticed until his/her early school years. Recent developments in early identification and early intervention are improving this situation. Because of the slower rate of development, the child will need a longer period of time to learn and will require much more repetition. Because this type of child experiences memory problems, the challenge will be to find as many ways as possible to present the same information so that the child will be able to retain it. Making that information practical and relevant to the child's real life situation will be critical.

Also, because of the slower rate of learning, we must be sure to point out the tasks that these students can perform and the skills that they do possess. This will enable them to feel good about the things that they are capable of doing and will encourage them to do those things for themselves, thereby functioning as independently as possible.

CHILDREN WITH LEARNING DISABILITIES

While children with learning disabilities are not mentally handicapped, they do have difficulties in school. Even though they have average or above average intelligence, they often have difficulties in one or more academic areas and therefore lack certain academic skills. Unlike children with mental handicaps, these children do not have a general over- all slower rate of learning, but they do have problems mastering skills in certain areas which makes it difficult for them to perform consistently in a classroom setting. A child may do exceptionally well in math, but have difficulty in reading, or vice versa. Their performance maybe inconsistent from one day to the next, seeming to grasp things easily one day, but failing to understand or perform the next. For this reason, it is best to reinforce them as much as possible when they are succeeding. Children with learning disabilities may have difficulty paying attention and may seem to act impulsively. Again, this makes it important for us to praise their achievements, reinforce their attention and their efforts to think before they act. Because of their inconsistency, they too need to be praised for their successes so that their failures do not cause them to develop a poor self- concept. A multisensory approach to learning is beneficial for learning disabled students to enhance their processing and achievement of skills.

CHILDREN WITH BEHAVIORAL DISORDERS

Children with emotional disturbance, often called behavior disorders or emotional problems, have many of the same problems in school as children with intellectual handicaps or learning disabilities. They too have

difficulty achieving academic success, though it may be for different reasons. They may have problems learning, due to emotional and/or behavioral issues. Their difficulty is in relationships with those around them. Their feelings and behavior are often inappropriate for the situation. They often act out, and their behavior is likely to be extreme in one form or another, from aggressiveness to defensiveness. They are often immature, may be withdrawn and passive, or they may appear lacking in self-control. Many times these children appear unhappy or depressed.

Severe behavior disorders cause problems in development because they interfere with learning. Children with these disorders find it very difficult to concentrate on the task at hand because they have such poor control over the feelings, which keep interfering with their learning. Though the characteristics used to describe children with these problems are very subjective, the important thing to realize is that their emotional behavior is quite different from the norm, and often prevents them from learning in the usual setting of the regular classroom. Therefore, these children will also need special services and special attention. They also will need the same individualized attention and the same praise and reinforcement to develop self-esteem.

CHILDREN WITH SPEECH/LANGUAGE DISABILITIES

Some of the children who receive special education services are also in need of speech and language services. Development in these areas is often delayed. The speech/language pathologist may provide therapy and may also explain techniques by which you can assist in remediating the student's speech and language problems.

CHILDREN WITH ORTHOPEDIC HANDICAPS

Students who are orthopedically handicapped have physical problems. These impairments may be caused by birth defects, disease, fractures or burns. These physical problems must, in some way interfere with learning before the child will be considered for special services at school.

CHILDREN WITH AUTISM

Students who are autistic suffer from a developmental disability, which appears during infancy or early childhood. The child must exhibit disturbances in all four of the following areas. These behavioral disturbances may occur in varying degrees.

1. Disturbances of developmental rates and sequences.
2. Disturbances of responses to sensory stimuli.
3. Disturbances of speech, language-cognitive, and nonverbal communication.
4. Disturbances of the capacity to relate appropriately to events, people, or objects.

CHILDREN WITH VISUAL IMPAIRMENTS

Students with visual impairments can be either partially sighted or blind. These conditions even with correction, must adversely affect the child's educational performance. To be legally blind, the child must have a severe vision loss. The child's vision may be adequate for some situations but not adequate for ordinary activities and purposes. Partially sighted children can, with glasses use their vision but still cannot use traditional instructional materials and techniques.

CHILDREN WITH HEARING IMPAIRMENTS

Students who are hearing impaired can be either deaf or hard of hearing. These terms refer to students with any type or degree of hearing loss that has caused an education deficit. Deafness means that the child's sense of hearing is inadequate for ordinary purposes. Specialized training will be required to help the child communicate by talking, sign language, or both. "Hard of hearing" means that the child has a serious hearing loss but can use the sense of hearing, either with or without a hearing aid for ordinary purposes.

CHILDREN WITH MULTIHANDICAPS

Students may be considered multi-handicapped when they have two or more primary handicaps that cause such severe educational problems that the students require special education and related services.

CHILDREN WITH DEVELOPMENTAL DELAYS

Children aged birth to five who receive Special education and related services. Developmentally delayed children are those who are determined to have a significant difference between the expected level of development for their age and their current level of functioning in one or more of the following areas; cognitive development; physical and motor development; communication development; social or emotional development, or adaptive development. When determining whether a child has a development delay, the law requires use of appropriate diagnostic instruments and procedures.

DESCRIPTION OF SPECIAL EDUCATION PROGRAMS

Special Education is a service, not a place.

INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S)

The IEP is a description of special instruction and services needed by an individual student, specifying program placement, with beginning and ending dates, test results on which decisions have been made, exit criteria, materials, and methods to be used to attain specified long-term goals and short-term objectives, and personnel responsible for carrying out these goals. The IEP is written by the special education teacher, or related service provider and other team members, including parents and sometimes paraprofessionals. As paraprofessionals you may be asked for input in developing an IEP for a child with whom you work. As you provide supportive instruction to students, you will automatically be contributing to the implementation of their IEP.

RESOURCE ROOM (RR)

The Resource Room is designed to meet the needs of students who require modifications to the general curriculum... Students in any disability category can be present in the Resource Room. In Waterbury, the Resource Room in the elementary schools, can be a place for special specialized reading, language and math needs that cannot be met in the general education setting. At the middle and high school levels, services can be provided outside of the general education. Resource Room teachers also provide special education services in general education classes.

BEHAVIORAL DISORDER LEARNING CENTER (BDLC)

Students who qualify for this program are those who are exhibiting behavioral disabilities and are in need of a structured environment with frequent attention paid to both positive and negative behavior so that the student may learn to control their responses. Students in this program may have mental health problems. However, other special education students who have similar behavioral concerns may have other disabilities and be eligible for programming in these classes.

SCHOOL COMMUNITY OCCUPATION PROGRAM FOR EVERYDAY (SCOPE)

The curriculum of this program is designed to address everyday living skills. The curriculum is focused on students gaining as many personal, functional skills as possible. To a large extent this focuses on activities of daily living but also reaches into the academic range. The majority of students enrolled in this program would have a diagnosis of intellectually disabled.

ESSENTIAL SKILLS CLASS (ESC)

The essential skills class is designed for medically fragile students who frequently are non-ambulatory and have other significant obstacles to their learning. This is designed as a high staff to student ratio program with close monitoring of gains in the goals and objectives in order to ensure continuous progress of the students.

Center Based Learning (CBL)

This program is designed for students who need a curriculum of direct instruction. Many of the students enrolled in this program are suspected of having autism or pervasive development disorders in addition to other significant obstacles to learning. These students follow a data-based instructional program with frequent one-on-one and small group hands-on directed activities. ABA techniques may be used in addition to other instructional modes. The program is designed as a high staff to student ratio with close monitoring of gains in student goals and objectives in order to ensure continuous student progress in both academic and personal/social skills.

INDIVIDUAL WORK EXPERIENCE (IWE)

Students enrolled in this program are provided with a variety of vocational experiences. These experiences may include job shadowing and actual work in the community and at school sites in order to provide them with a realistic view of adult work situations.

THEREPEUTIC INTERVENTION PROGRAM (TIP)

Students enrolled in this program have significant behavioral and mental health issues. The TIP Program is the most restrictive of the in district (K-5) programs for students exhibiting behavioral health concerns. The majority of students enrolled in this program are also receiving medical treatment and/or other community agency interventions as well as the educational programming.

PROGRAM FOR THE HEARING IMPAIRED (HI)

Students with hearing impairment are seen at all grade levels in the district. They range in ability level through the entire spectrum as found with all students. Any of the district's special education programs may have a hearing impaired child enrolled; however, the main thrust is through the Maloney Magnet School, West Side Middle School, and Kennedy High School. The paraprofessionals who work in this program are trained in American Sign Language and Signed Exact English in order to assist with the total communication program. Students frequently are equipped with amplification equipment and in some instances have an oral interpreter who speaks for the child with hearing impairment. Sign Language Interpreters are also assigned to this program.

EXCEL I

Excel I is an alternative school program designed to meet the needs of general and special education student who have been expelled from the Waterbury Public Schools. The curriculum is a tutorial model using the curriculum from the student's district school.

EXCEL II

Excel II is a specialized program focused on general and special education students returning from residential placements. This is a transition program to acclimate the students back to their environment and to gradually place them back into the district school that they would normally attend. This program follows a tutorial model using the curriculum and texts from the district school.

APPLIED BEHAVIORAL ANALYSIS PROGRAM (ABA)

This program is designed for students who need a curriculum of direct instruction. Many of the students enrolled in this program have autism or pervasive development disorders as a primary disability. These students follow a data based instructional program with frequent one-on-one, hands-on directed learning activities. ABA techniques may be used in any special education or regular education location; however, it is the primary instructional mode for this classroom.

PRESCHOOL (PS)

The Preschool program is designed for three and four year old students with developmental delays. These students comprise the entire range of disabilities that may evidence themselves as the students become older. Some five year olds are maintained in the preschool program and are part of the pre-school population.

DEVELOPMENTAL KINDERGARTEN (DK)

The developmental kindergarten program is a special education program for five year old students. This is a part of the overall preschool special education program and receives students directly for the Pre School. Once, again, all forms of disability are apt to be present in a developmental kindergarten program. One developmental kindergarten exists to serve each division.

GENERAL EDUCATION CLASSROOMS

Responsible Inclusion.

Many of our students with a wide range of disabilities will now be included in regular education classroom with their non-disabled peers. Paraprofessional assistance may be required in this setting. Co-Teaching classrooms will include students with a variety of needs and may receive support via the special education teacher and/or paraprofessional.

SCHOOL INFORMATION

CROSBY HIGH SCHOOL, 300 PIERPONT ROAD, 06705
TELEPHONE (203) 574-8061, SCHOOL HOURS: 7:20-1:50
Mr. MICHAEL CAIN, PRINCIPAL

J. F. KENNEDY HIGH SCHOOL, 422 HIGHLAND AVENUE, 06708
TELEPHONE (203) 574-8150, SCHOOL HOURS: 7:20-1:50
MR. ROBERT JOHNSTON, PRINCIPAL

WILBY HIGH SCHOOL, 568 BUCKS HILL ROAD, 6704
TELEPHONE (203) 574-8100, SCHOOL HOURS: 7:20-1:50
MRS. ROBYN APICELLA, PRINCIPAL

NORTH END MIDDLE SCHOOL, 534 BUCKS HILL ROAD, 06704
TELEPHONE: (203) 574-8097, SCHOOL HOURS: 7:50-2:20
MR. MICHAEL LO RUSSO, PRINCIPAL

WALLACE MIDDLE SCHOOL, 3465 EAST MAIN STREET, 06705
SCHOOL HOURS: 7:50-2:20, TELEPHONE: (203) 574-8140,
MR. DONALD RAPUANO, PRINCIPAL

WEST SIDE MIDDLE SCHOOL, 483 CHASE PARKWAY, 06708
TELEPHONE (203) 574-8120, SCHOOL HOURS: 7:50-2:20
MRS. MARIA BURNS, PRINCIPAL

BUCKS HILL ELEMENTARY SCHOOL, 330 BUCKS HILL ROAD, 06704
TELEPHONE (203) 574-8182, SCHOOL HOURS: 8:35-2:50
MRS. ANN BEGLEY, PRINCIPAL

BUNKER HILL ELEMENTARY SCHOOL, 170 BUNKER HILL AVENUE, 06708
TELEPHONE (203) 574-8183, SCHOOL HOURS: 8:35-2:50
MRS. CECIA PICCOCHI, PRINCIPAL

CARRINGTON ELEMENTARY SCHOOL, 24 KENMORE AVENUE, CT 06708
TELEPHONE (203) 574-8184, SCHOOL HOURS: 8:35-2:50
MR. KEVIN BRENNAN, PRINCIPAL

CHASE ELEMENTARY SCHOOL, 40 WOODTICK ROAD, 06705
TELEPHONE (203) 574-8188, SCHOOL HOURS: 8:35-2:50
MR. MATTHEW CALABRESE, PRINCIPAL

WENDELL CROSS ELEMENTARY SCHOOL, 1255 HAMILTON AVENUE, 06706
TELEPHONE (203) 574-8171, SCHOOL HOURS: 8:35-2:50
MR. JOSEPH AMATO, PRINCIPAL

DRIGGS ELEMENTARY SCHOOL, 77 WOODLAWN TERRACE, 06710
TELEPHONE (203) 574-8160, SCHOOL HOURS: 8:05-2:20
MRS. AMY YOST

DUGGAN ELEMENTARY SCHOOL, 38 WEST PORTER STREET, 06708
TELEPHONE (203) 574-8875, SCHOOL HOURS: 8:05-2:20
DR. PATRICIA FRAGEAU, PRINCIPAL

GENERALI ELEMENTARY SCHOOL, 3196 EAST MAIN STREET, 06705
TELEPHONE (203) 574-8174, SCHOOL HOURS: 8:35-2:50
MRS. KATHY STAMP, PRINCIPAL

GILMARTIN ELEMENTARY SCHOOL, 107 WYOMING AVENUE, 06706
TELEPHONE (203) 574-8175, SCHOOL HOURS: 8:35-2:50
DR. DONALD BURZLER, PRINCIPAL

HOPEVILLE ELMENTARY SCHOOL, 2 CYPRESS STREET, 06706
TELEPHONE (203) 574-8173, SCHOOL HOURS: 8:35-2:50
MRS. DEBRA PONTE, PRINCIPAL

KINGSBURY ELEMENTARY SCHOOL, 220 COLUMBIA BOULEVARD, 06710
TELEPHONE: (203) 574-8172, SCHOOL HOURS: 8:35-2:50
MRS. PAMELA BAIM, PRINCIPAL

MALONEY INTERDISTRICT MAGNET SCHOOL, 233 SOUTH ELM STREET, 06706
TELEPHONE (203) 574-8162, SCHOOL HOURS: 8:35-2:50
MRS. DONNA CULLEN, PRINCIPAL

REED ELEMENTARY SCHOOL, 33 GRIGGS STREET
TELEPHONE: (203) 574-8180, SCHOOL HOURS: 8:35 - 2:50
MR. JUAN MENDOZA, PRINCIPAL

REGAN ELEMENTARY SCHOOL, 2780 NORTH MAIN STREET, 06704
TELEPHONE (203) 574-8187, SCHOOL HOURS: 8:35-2:50
MRS. NOREEN BUCKLEY, PRINCIPAL

ROTELLA ELEMENTARY SCHOOL, 440 PIERPONT ROAD, 06705
TELEPHONE (203) 574-8168, SCHOOL HOURS: 9:05-3:20
MRS. GINA CALABRESE, PRINCIPAL

SPRAGUE ELEMENTARY SCHOOL, 1443 THOMASTON AVENUE, 06704
TELEPHONE (203) 574-8189, SCHOOL HOURS: 8:05-2:20
MRS. MICHELLE BAKER, PRINCIPAL

TINKER ELEMENTARY SCHOOL, 809 HIGHLAND AVENUE, 06708
TELEPHONE (203) 574-8186, SCHOOL HOURS: 8:05-2:20
MRS. LAUREN ELIAS, PRINCIPAL

WALSH MAGNET SCHOOL, 29 ASHLEY STREET, 06704
TELEPHONE (203) 574-8164, SCHOOL HOURS: 8:35-2:50
MR. ERIK BROWN, PRINCIPAL

WASHINGTON ELEMENTARY SCHOOL, 685 BALDWIN STREET, 06706
TELEPHONE (203) 574-8177, SCHOOL HOURS: 8:05-2:20
MRS. ROXANNE AUAGELLI, PRINCIPAL

WILSON ELEMENTARY SCHOOL, 235 BIRCH STREET, 06704
TELEPHONE (203) 573-6660, SCHOOL HOURS: 8:35-2:50
MS. ROBIN HENRY, PRINCIPAL

ENLIGHTENMENT SCHOOL, 30 CHURCH STREET, 06702
TELEPHONE (203) 574-8050, SCHOOL HOURS: 7:55 - 1:35
MRS. MICHELLE BUERKLE, PRINCIPAL

STATE STREET SCHOOL, 58 GRIGGS STREET (Former St. Lucy School Building), 06702
TELEPHONE: (203) 574-8028, SCHOOL HOURS: 7:50-2:20
MRS. LISA ARIOLA, SUPERVISING VICE PRINCIPAL

Checklist for Paraprofessionals Working with Specific Students

- ✓ **What IEP goals and objectives do I support for this child?**
- ✓ **What modifications and accommodations does this child need ?**
- ✓ **How do I assist in providing modifications and accommodations?**
- ✓ **What specific instructional duties do I have for this child?**
- ✓ **Do I attend meetings about this child?**
- ✓ **Do I need to prepare any materials for this child's lessons?**
- ✓ **What assessment responsibilities do I have?**
- ✓ **How do I provide feedback to the teacher?**
- ✓ **Do I understand any medical needs that may impact this child in school?**
- ✓ **Do I know how to respond to any medical needs or emergencies?**
- ✓ **Am I comfortable with my duties and responsibilities if there is a substitute teacher?**
- ✓ **Do I understand the process set for parent communication?**
- ✓ **Is my overall role clearly defined?**
- ✓ **Do I have the skills and training I need to perform my duties?**
- ✓ **How do I receive information if I have questions or concerns about my duties?**
- ✓ **What special requirements do I need to address as I work with this child?**

R. Tralli (2001)

PARAPROFESSIONALS AS PARTNERS: LEADERSHIP FORUM

References

**Guidelines for Training and Support of
Paraprofessionals Working with Students
Birth to 21, (2004) Connecticut State Advisory
Council on Special education, Connecticut
Comprehensive System of Personnel
development (CSPD) Council**

**Paraprofessionals as Partners: Leadership
Forum, (2002), Tralli**

**Supervising Para-educators, 2003, Pro-ed.
The Paraprofessional in the Inclusionary
Classroom (1997), CEBCO Educational
Publishers**

Attestation Page: Paraprofessional Handbook

I _____
Paraprofessional Name

have been given a copy of the Paraprofessional Handbook and its contents have been reviewed with me.

Paraprofessional Signature

Michael P. Yamin/Designee

Date

Para Handbook Revised, 02/1/2013, 3rd edition 2012-2013

Paraprofessional signature

Reviewed with _____ **on** _____

Waterbury Public Schools
Special Education Department
236 Grand Street 3rd
Waterbury, CT 06702

Name: _____

Date: _____

Start Date: _____

You are being hired as a City Wide Paraprofessional for the Special Education Department. During your employment you may be placed in any of our school buildings with students with disabilities in grades preschool through high school in a regular or special education classroom setting. Students may have varying disabilities. You will need to collaborate with your special education teacher daily in order to report collected data.

You will be assigned to _____ School, and report to _____ Principal.

- **You may be assigned to students with disabilities in grades Pre School through High School**
- **Your work day is seven (7) hours per day (between 7 AM – 4 PM, depending on assignment) 20 minutes for lunch, 35 hours per week, 184 days (school year)**
- **The building principal is your immediate supervisor and has the right of assignment. Your building principal will provide you with specific sign in/out procedures and relevant school information, policy and protocol.**
- **Your assignment may require lifting**
- **Your assignment may require you to change diapers**
- **You will be on a six (6) month probationary period**
- **You are expected to be at work on time every day, dressed in a professional manner (no sweats, no jeans)**
- **No cell phone use during work hours and check e-mail daily (Monday thru Friday)**
- **If you are to be out sick you are to notify the school principal and the sub Finder Call-In System at 1-866-354- 6375.**
- **For absences over 3 days a medical certificate may be required**
- **The Civil Service Rules and Regulations that govern your employment with the Department of Education provide that an employee who “fails to report for work for three consecutive work days without authorized leave shall be separated from the payroll and reported as a compulsory resignation.” Chapter XI, Section 2.**
- **The Civil Service rules and Regulations that govern your employment with the Department of Education require that all new positions be posted to other union members with more seniority, if you are bumped out of your position, you will be reassigned to a new position**
- **You are not eligible to request a transfer until you have three (3) years of service in one position with no unsatisfactory evaluations**
- **The No Child Left Behind Act requires that all new paraprofessionals must have
 - **Completed two years of study at an institution of higher education; or**
 - **Obtained and associate’s (or higher) degree, and have official transcript on file****
- **Attend Professional Development**

Paraprofessional Signature

Date

Cc: Building Principal
Special Education Supervisor