

# WORTHINGTON ISD 518



## PARAPROFESSIONAL EMPLOYEE GUIDE

Developed 7/20/22  
Updated 08/04/2025

Worthington Public Independent School District #518  
1117 Marine Avenue Worthington, MN 56187

*Disclaimer: The contents of this Handbook are presented for information purposes only. The plans, policies and procedures described are not intended to promise or guarantee specific terms or conditions of employment. The District reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in completely or in part, at any time with or without notice. The language, which appears in this Handbook, is not intended to create, nor is it to be construed to constitute, a contract between the District and any one or all of its employees. Nor should this handbook be interpreted to promise continued employment. Notwithstanding any provisions of this Handbook, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this Handbook, individual contract, or relevant collective bargaining agreement. In case of a direct conflict between this Handbook, rules, regulations or policies of the Board and any specific provisions of an individual contract or collective bargaining agreement, the individual contract or collective bargaining agreement shall control. This Employee Handbook is intended to provide employees with summary information regarding policies, procedures, ethics, expectations and standards of the District. It is not, however, intended to replace a reading of the actual Board Policies or Administrative Regulations, copies of which are available to all personnel in each administrative office and on the district website [www.isd518.net](http://www.isd518.net) It is important that each employee is aware of the policies and procedures related to his/her position. All applicable laws and regulations, including, but not limited by the following, govern the rights and obligations of all employees: Federal laws and regulations, Minnesota State Statutes, Rules, Administrative Code and the policies of the Worthington School Board. Nothing contained in this handbook shall be construed to limit, impair or affect the right of any employee to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so as long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the employee.*

## **Welcome to ISD 518!**

We are excited to have you join our team! As a paraprofessional, you have an important and challenging role within our school community. Paraprofessionals are an integral part of the classroom team, assisting students to meet their educational goals. This guide contains information to provide you with a resource to answer your questions. You will find that the teachers you work beside, your building administrators, and other paraprofessionals will be valued resources to you as you learn about your job duties. These people possess a wealth of knowledge and can help you find the answers to questions as you encounter them.

Paraprofessionals (Para's) play a vital role in the education of our students. Para's fall into three categories at ISD 518. There are Special Education (SPED) paras, Multilingual Learner (EL) paras, and general education paras. Paraprofessionals provide support in both SPED and EL specific classrooms, as well as general education classrooms.

### **Who will your students be?**

Depending on the role you are hired to fill, you could be working beside a general education teacher serving a classroom of students, under a special education teacher serving students with disabilities in the general education or special education classroom, or serving students whose first language isn't English in a general education classroom or an EL classroom.

### **What do you need to know?**

This guide should be reviewed prior to beginning employment at ISD 518 and referenced as you have questions or concerns. The following topics are included:

- Resources: Contact Information and District Procedures
- Professionalism, Roles, and Responsibilities
- Special Education and Building Specific Information for Paraprofessionals
- Performance Evaluation Information

## **Resources**

### **District Staff for Paraprofessional Support**

Human Resources Department:

Carmen Johnson.....	507-372-1103
Kathryn Herfurth.....	507-727-1119
Victoria Garza.....	507-372-1108
Payroll, Jodi Bohn.....	507-372-1104
Assistant Director of Special Education, Jill Stiefvater.....	507-727-1220

### **Building Administrators**

High School Principal, Tony Hastings.....	507-376-6121
Learning Center Principal, Spencer Wieneke.....	507-372-1322
Middle School Principal, Toni Baartman.....	507-376-4174
Intermediate School Principal, Cory VanBriesen.....	507-727-1275
Prairie Elementary Principal, Heidi Meyer.....	507-727-1250
Community Education, Sharon Johnson.....	507-376-6105
Early Childhood, Melanie Kuhl.....	507-727-1207
Adult Basic Education, Stacy Everding.....	507-727-1239

### **District Procedures**

#### **Hours of Work:**

Hours of work depend on an individual's assignment and the number of hours in which you have been hired. The daily hours are up to a specific number of hours per day. The school district reserves the right to make any modifications or adjustments in assignments during the school year.

#### **Pay Periods:**

ISD 518 pay periods are the 15th and the last day of the month. If the pay date falls on the weekend or a holiday, paychecks are issued on the preceding work day.

Hours worked on the 1-15 of the month are paid the last day of the month

Hours worked on the 16-last day of the month are paid the following 15th of the month.

#### **Supervisors:**

The classroom and or special education teacher(s) that you work with will be considered your immediate supervisor. They are a primary source of information and may be asked to provide feedback for your performance evaluation. The building principal is

considered to be your Administrative supervisor, issues not resolved by your immediate supervisor should be taken to your building principal or their designee. Each paraprofessional is typically assigned to one classroom and or special education case manager/teacher for supervision purposes. Each building principal will handle building communications and need to know information.

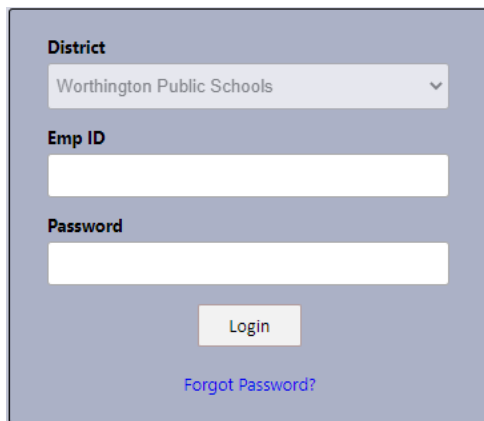
### **Smarter (ESS):**

Questions contact Jodi Bohn in Payroll at 507-372-1104 or [jodi.bohn@isd518.net](mailto:jodi.bohn@isd518.net)

This is the payroll system where you can view your leave balances (sick/personal), view pay stubs, change your W4 and locate your W2.

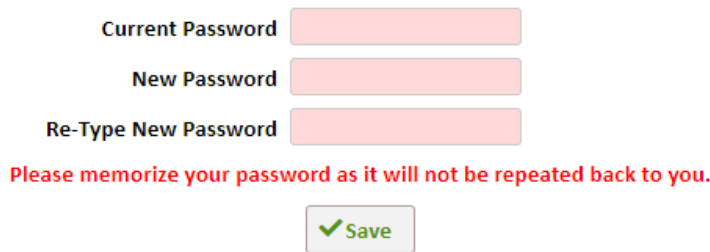
To access Smart eR (ESS) website, please go to the district website ([www.isd518.net](http://www.isd518.net)), click on staff in black, and then select ESS

1. Log into Smart eR (ESS) at [www.isd518.net](http://www.isd518.net) > staff > ESS

A screenshot of the Smart eR (ESS) login interface. It features a light blue background with a white login box. Inside the box, there is a dropdown menu for 'District' with 'Worthington Public Schools' selected. Below this are two text input fields for 'Emp ID' and 'Password'. A 'Login' button is positioned below the password field, and a 'Forgot Password?' link is at the bottom of the login box.

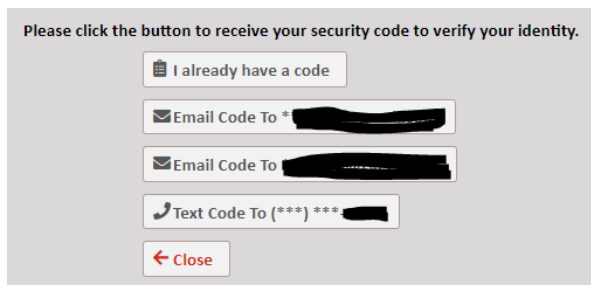
- a. The District should say "Worthington Public Schools"
- b. Emp ID – your 5 digit number – this can be found on your new employee folder or you can contact Jodi Bohn at the District Office for assistance.
- c. Password – the first time you login your password is 0518 and the last 4 digits of your social security number. After the first time you login you will change your password.

2. The first time you login, you will be prompted to reset your password.



A screenshot of a password reset form. It contains three input fields: 'Current Password', 'New Password', and 'Re-Type New Password'. Below the fields is a red text instruction: 'Please memorize your password as it will not be repeated back to you.' At the bottom is a green 'Save' button with a checkmark icon.

- a. You will then create your password. Please be mindful of the requirements for the password, and remember this as you will use this going forward.
3. You will then be logged out and required to log back in using your new password. This time, you will select one of the 2-step verification requests. If the email or phone number is incorrect, you will need to contact Jodi Bohn at the District Office to help you.



A screenshot of a 2-step verification form. The title is 'Please click the button to receive your security code to verify your identity.' Below the title are four options: 'I already have a code' (with a clipboard icon), 'Email Code To \*' (with an email icon), 'Email Code To' (with an email icon), and 'Text Code To (\*\*\*) \*\*\*' (with a phone icon). At the bottom is a red 'Close' button with a left arrow icon.

4. Once you are in ESS, you can review important payroll information. Along the top will be your index.
  - a. My Payroll: review important payroll documents. The most common ones you will use include:
    - i. ACA Form 1095: This is the 1095 form we are required to submit to you with information on your insurance qualifications and determinations
    - ii. Direct Deposit: Your current direct deposit setup. If you wish to make any adjustments, please contact Jodi Bohn at the District Office.
    - iii. Pay Stub: Review your paycheck.
    - iv. TimeOff: Your time off detail and balances
    - v. Wage Statement: Information on your wage and theft form, if applicable
    - vi. W-2: Review and print your W-2 for tax purposes.
    - vii. W-4: Review and update your current tax determinations you have set-up with payroll
  - b. About Me: this option is being worked on and will be further implemented.

- i. Employee Information: Review and update your address.
5. Forms and Announcements – On the main page of ESS there are a few other important options you have available to you online.

### Announcements

Notifications 17 new

District Forms 18 new

### Employee Forms

- a. Announcements: Important notices will come through here. Most of the time what will come through here will be for your W-2 Notice and 1095 notice.
- b. District Forms: Many district forms are loaded here. These may be pertaining to payroll, insurance benefits, and other forms.

### TimeClock Plus (TCP):

Questions contact Jodi Bohn in Payroll at 507-372-1104 or at [jodi.bohn@isd518.net](mailto:jodi.bohn@isd518.net)

This is the system used to track hourly employee clock in and out times for hours to be paid. It is your timesheet. Hourly employees need to clock in and clock out each day and must use a proximity reader located throughout each ISD 518 building. You are allowed 5 minutes before and 5 minutes after your scheduled time to clock in.

#### Proximity Reader Locations:

Prairie Elementary: Hall by Mailroom, Staff Lounge in Cafeteria, Library

Worthington Middle School: End of 6th grade hallway

Intermediate School: 4th grade side door entrance and corner in main hallway

Worthington High School: Staff Lounge

Learning Center: Teacher's Lounge

Community Ed: Room: Directly across from the main office and adjacent from ABE.

Linked Below is a helpful guide on clocking in and out using a proximity reader.

[How to clock in and out using a proximity reader](#)

All hourly staff are required to approve timesheets each pay period in order to receive payment. Failure to approve timesheets in a timely manner may result in delayed payment.

- As per Administration- hours should be approved on a daily basis
- Hours can be approved online via the web version or using the proximity clock
- When you are approving your time, please remember you are verifying all time, job code, and break lengths are correct and you are not falsifying your time.
- All hours need to be approved by the 16th and the 1st of the month
  - Time sheets need to be approved by the end of the day on the 16th for hours worked the 1st through the 15th of the month, and the end of the day on the 1st of the month for hours worked the 16th through the last day of the month.
- Should you need corrections to your TimeClock plus timesheet, please reference your building secretary for assistance.
- All timesheet corrections must be reported in writing, corrections cannot be made off of verbal communications.
  - **Building/Department Secretary:**
    - Prairie Elementary: Haley Petrowiak
    - Intermediate School: Paige Brown
    - Worthington Middle School: Sheila Grimmus
    - Worthington High School: Sarah Martin
    - Learning Center: Rhina Resendez
    - Community Education: Laurie Erwin
    - ECCE: Melanie Kuhl
    - Special Programs/Transportation: Michelle Miller

### **How to approve hours in TCP using the Web Version:**

1. Navigate to the TimeClock Plus or the webclock.
  - [www.isd518.net](http://www.isd518.net) > staff (in black bar) > TimeClock Plus
  - <https://184618.tcplusedemand.com/app/webclock/#/EmployeeLogOn/184618/1>
2. Your ID Number and Pin Number should NOT be shared with anyone. It is against policy to clock in or out for another employee. ID Number is your employee ID number; Pin number is the last 4 digits of your social security



number.

7/6/2023  
**09:13:50 AM**

Select Company ISD 518 1 ▼

Badge/ID Number

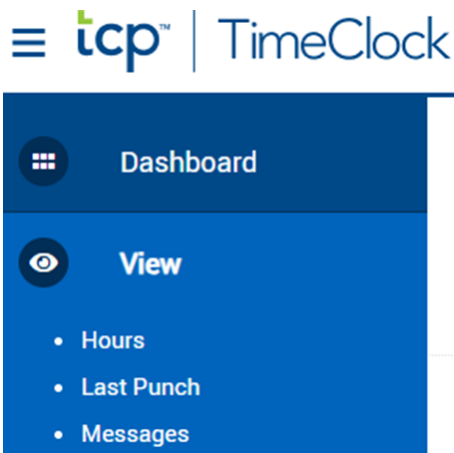
[Log On To Dashboard](#)

Employee Credentials ?

PIN

[Cancel](#) [Log On](#)

- It is the employee's responsibility to also approve their time. Click on "View" along the left and select "Hours". You will then get the current week of hours for you to go and approve your time. If the time is not correct, **DO NOT APPROVE YOUR TIME!** Please reach out to your building secretary to assist you in fixing your time.



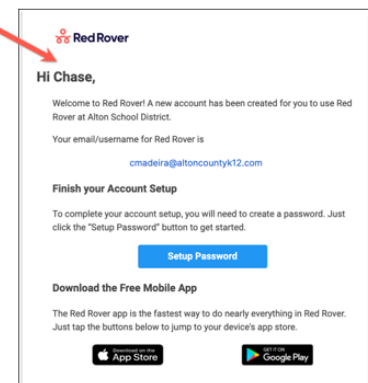
## Red Rover (RR)

Red Rover is an Absence Management & Sub Placement software. Red Rover is where you will enter your absences to receive payment and to secure a substitute.

Absences must be reported 1 hour in advance of the absence start time. All personal leave should be reported at least five days in advance. The use of unpaid leave is discouraged. Appointments should be scheduled outside of work hours, whenever possible. Applicable holidays are also required to be entered in Red Rover to receive compensation.

Questions: Contact Human Resources at 507-372-2172

1. To log into Red Rover, go to the District Website ([www.isd518.net](http://www.isd518.net)) or go to the direct website at <https://app.redroverk12.com/>
2. Select Staff at the top and the Red Rover
  - a. Your ID or Username will be your full email address ([firstname.lastname@isd518.net](mailto:firstname.lastname@isd518.net))
3. Before logging into Red Rover, you will receive an email invitation. The email will look like this: To set up your Red Rover account, click the **Setup Password** button. This will allow you to create a new account and password. From this point forward, your username will be your email address.
  - a. If you didn't receive this email, be sure to check in your spam folder. If you still do not see the Red Rover Welcome email, contact your administrator. They will be able to resend the email invitation to you.
  - b. If you ever forget your password, you can reset it on the login page: <https://app.redroverk12.com/>



#### 4. How to Quick Create an Absence

- a. Click on the date of your absence. If the absence spans several days, click on each date the absence should include. To remove a day, simply deselect that date.
- b. Click the Reason dropdown box and select the reason(s) for your absence.
- c. Choose if your absence is for the Full Day,
- d. Half Day AM, Half Day PM, or a custom Hourly absence.
- e. Choose whether your absence will require a substitute and for how long.
- f. You can Add additional details to your absence instead of using the Quick Create option. This will allow you to add notes, upload lesson plans
- g. Finally, click Quick Create absences.

The screenshot shows the 'Absence Create' interface. At the top is a calendar for March 2022. A green box highlights the date '1' (Tuesday), and a red box highlights the dates '24' and '25' (Friday and Saturday). Below the calendar is a legend with four categories: Absence (blue dot), Day off (red dot), Modified schedule (yellow dot), and Teacher work day (blue dot). Below the legend is a table with three columns: Balance, Used, and Remaining. The table shows 'Professional Development' with a balance of 2 days and 1 day remaining. Below the table are three sections: 'Reason' with a dropdown menu set to 'Professional Development', 'Times' with a dropdown menu set to 'Full Day (8:00 AM - 2:30 PM)', and 'Do you need a substitute?' with radio buttons for 'Yes' and 'No'. The 'Yes' radio button is selected. Below this is a checkbox labeled 'for the entire absence' which is checked. At the bottom are two buttons: 'Add additional details' and 'QUICK CREATE'. Red numbered callouts are placed over the interface: 1 points to the calendar dates, 2 points to the Reason dropdown, 3 points to the Times dropdown, 4 points to the 'Do you need a substitute?' section, 5 points to the 'QUICK CREATE' button, and 6 points to the 'Add additional details' button.

#### 5. Follow the link below for additional Red Rover Employee Resources

- a. [https://drive.google.com/file/d/1YLVwrNOXYxfijcvCgh59RbZFIDQZ7k9/view?usp=drive\\_link](https://drive.google.com/file/d/1YLVwrNOXYxfijcvCgh59RbZFIDQZ7k9/view?usp=drive_link)

# **Professionalism, Roles, and Responsibilities**

## **Professionalism**

### **Breaks:**

When students are present you are considered on duty. Taking a duty-free break should be done in an area designated for adult breaks. If you are taking your break in an area where students are present, others might not think you are on break. They might think that you are reading, eating, or using your cell phone when you are supposed to be supporting students.

Please ask the teachers you work beside when it would be most convenient for you to take a break. You do not want to leave students unsupported or miss important directions while you are on break.

### **Cell Phone Use:**

Do not use your cell phone or other electronic devices for personal use while in the presence of students.

### **Dress:**

Dress professionally, yet comfortably. Do not wear blue jeans unless it is designated as a jean day by your school leader.

### **Food:**

In general, food should not be consumed while working with students and should be reserved for your break and/or lunch. Beverages are permitted, however, should have a lid to avoid spills.

### **Confidentiality:**

Confidentiality is a critical component to your job in our school system. Only share student, para, teacher information with those who are on a need to know basis. Confidentiality is a legal responsibility to observe both the rights of students and families in regard to privacy. Like teachers and administrators, paraprofessionals have access to personal information about children and their families including these examples:

- Student and guardian names
- Personal characteristics and disabilities
- The results of formal and informal tests
- Behavior in classrooms and other education settings
- Academic progress
- Family circumstances and family relationships

- Student illness (for example if a student is hospitalized or absent for an extended time)

Both children and families have the absolute right to expect that all information will be kept confidential, and made available only to personnel in the school or another agency who require it to ensure that the rights, health, safety, and physical well-being of the child are preserved.

### Confidentiality Pointers

- Avoid using names when you are asked about your job.
- Direct questions about specific students to that student's case manager, classroom teacher, or building principal.
- Do not share other students' names or information regarding their programs with parents during meetings, conferences, or informal conversations.
- Information concerning students should not be shared in the lunchroom, staff room, office areas, out in the community, or any setting where there are people who are not on a "need to know" basis.
- Share student information with the appropriate people in a private place.
- If someone asks you a question about a student and you are unsure how to answer or if you should answer... DO NOT ANSWER. Direct the question to the supervising teacher or building principal.

### **Mandated Reporting:**

According to MN law, if you are employed or provide services in a facility that serves children, families, and/or vulnerable adults you are required to report suspected abuse or neglect. If you suspect a child is a victim of maltreatment a report can be made 24 hours a day, seven days a week, by calling 507-295-5213. A child protection social worker will assist you. If you are not sure whether or not to make a report the intake worker at this number can assist you with that.

### **Communication Flow Chart:**

Depending on the situation, you may use this flow chart to answer questions or concerns you might have.

- a. Communicate with an experienced para in your grade-level/building/department
- b. Communicate with the supervising classroom Teacher or the Case Manager
- c. Communicate with the building Principal or Assistant principal
- d. Communicate with the Director or Assistant Director of Special Education
- e. Communicate with the Para Support Human Resource Person - District Office
- f. Communicate with the Superintendent

As professionals, it is expected that you follow the proper chain of communication to work through challenging situations regarding colleagues and students.

## **Roles and Responsibilities**

### **Paraprofessional Role:**

The role of a paraprofessional is to directly or indirectly assist and support students to access the general education curriculum as independently as possible. The role and assignments of a paraprofessional are not defined by a particular student, setting, or program, but rather by students' needs.

### **Paraprofessional Responsibilities:**

The responsibilities of the paraprofessional may vary based upon their specific assignment. Duties may also change at any time based upon administrator or teacher examination of student or program need.

### **Build Relationships:**

A trusting relationship is the most important element to working with students and adults. When people feel like they can trust you they will work hard to meet the expectations you throw their way. Get to know the teachers and students you work beside on a professional and a professional/personal basis. Find things you have in common and recognize any apprehensions they may have about working beside you. Use the relationships you build to promote an environment of rich learning!

### **Communicate With the People Around You:**

Find time to talk to the teachers you work beside to better understand the students you are supporting and the curriculum you will be covering. If you have a question, ask it. If you need someone to show you how to do something, ask for a demonstration. Teachers are busy managing lots of different things at one time and do not always know what a paraprofessional needs to be successful in their setting. Communication will be key to your success as a paraprofessional. [Para/Teacher Communication Tool](#)

### **Dealing with Difficult Student Behavior(s):**

All paraprofessionals hired by District #518 receive training in the crisis prevention (CPI) de-escalation strategies. Some paraprofessionals are fully certified in CPI de-escalation strategies and physical holding skills. It is crucial that each paraprofessional implements the de-escalation strategies when dealing with difficult behaviors in order to support students and help them work towards a place of calm.

### **Providing Instructional Support:**

Classroom and special education teachers have the primary responsibility for the design, development, and delivery of daily instruction for all students in their classrooms, including students with disabilities or language needs. As a

paraprofessional you will have many responsibilities related to supporting the implementation of instruction as well as upholding the teachers methods of classroom management. Below are some resources that outline teacher and paraprofessional roles when it pertains to instruction and classroom management:

Paraprofessionals Should:

- Assist individual students and groups of students in performing activities initiated by the teacher.
- Supervise children in the hallway, lunchroom, and playground
- Assist in monitoring supplementary work and independent study
- Reinforce learning in small groups or with individual students while the teacher works with other students
- Provide assistance with individualized programmed materials
- Assist in the preparation/production of instructional materials as outline by the teacher
- Assist the teacher in observing, recording, and charing behavior
- Assist the teacher with crisis problem and behavior management
- Carry out instructional programs designed by the teacher
- Work with the teacher to develop schedules
- Carry out tutoring activities designed by the teacher
- Operate and maintain classroom equipment including computers, interactive whiteboards, and communication devices
- Proctor small groups during testing, after receiving necessary proctor training.
- Create a sub-folder the first week of school and update it as needed. Make sure to include your extra duties.

Paraprofessionals Should Not:

- Be responsible for preparing lesson plans and initiating instruction
- Be responsible for assigning grades to students
- Be used as a substitute to provide students new instruction unless he or she possesses the appropriate substitute teacher certification and is hired as a substitute

### **“At a Glance Tasks” for Paraprofessionals in the Classroom**

<b>Lecturing</b>	<b>Independent work time</b>	<b>Group work time</b>	<b>Testing</b>
Cue students to take notes. Make sure they continue to do so throughout the lecture and class time.	Make sure students are on task and productive.	Make sure students get in a group. Help the teacher to organize groups if asked to do so.	Reading tests aloud if it is in a child's IEP or you are asked to do so by the teacher.
Take class notes; keep the notes organized to access later.	Provide help with assignment completion - offer help multiple times and with different methods.	Facilitate and model participation - it is okay to offer the group suggestions or rephrase what they have been asked to do.	Rephrasing test items - providing scaffolding/triggers <b>(but do not give direct answers)</b> .
Facilitating spelling, organization, on task behaviors, etc.	Prompt/cue skills - such as skimming a text book, using bold words, pictures, index, etc.	Assist with individual tasks - offering to help multiple times with different methods.	Provide a framework or outline when answering essay questions. Provide a copy of notes with teacher approval.
Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.	Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.	Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.	Charting students on task behavior, assignment completion, etc, when asked to do so by the teacher.



## Roles - At a Glance

General Education Teacher	Special Education Teacher	Paraprofessional
Member of IEP team	Member of IEP team	Provides student support
Responsible for educating all students	Provides specialized education based on students' individual needs	Reinforces and reviews previously taught skills/concepts
Teaches the content material - is the "content expert"	Teaches strategies for accessing the content material.	Reinforces strategies previously taught.
Suggests and implements accommodations/modifications to be included in the IEP	Collaborates with general education teachers to implement accommodations/modifications.	Be aware of and assist in implementation of accommodations in the school setting.
Helps to implement the IEP. Attends IEP meetings.	Coordinates the delivery of special education services - convenes IEP meetings, writes IEP, is the "case manager"	May be asked to provide input on student progress to the special education teacher prior to the IEP meeting.
Responsible for making parent contact regarding progress in the general education curriculum and classroom	Primary contact with parents regarding all special education services and specialized instruction.	May use a parent notebook for daily communication if requested to do so by the supervising teacher.
Monitors student performance. Grades student work. Provides parents with reports on student progress.	Monitors student performance. Provides parents with reports on progress towards IEP goals.	May be asked to maintain classroom - based data related to special education students. May be asked to check student work when provided an answer key.
Provides expertise in modifying curriculum to meet student needs.	Provides curriculum accommodations / modifications that allow students to participate in the classroom.	Constructs materials to support accommodations designed by teachers.
Provides the team with information about a student during an evaluation.	Administers assessments that identify educational needs.	May be asked to observe students and collect data on specific academic or behavioral tasks.
Responsible for student discipline in a manner similar to general education peers. Maybe be asked to assist in following behavior plans.	Responsible for designing, writing, and supporting behavior plans. Collects data.	Monitors and reinforces student behavior interventions, collects data to ensure accurate records. Provides consequences according to behavior intervention plans.

## **Special Education and Building Specific Information for Paraprofessionals**

### **Special Education**

Interim Director - Tish Kalla

Assistant Director - Jill Stiefvater

Secretary - Michelle Miller

### **Responsibilities for Extra Duties as a SPED Paraprofessional- Special Transportation**

Special transportation is provided to select special education students as determined by the child's Individualized Education Plan (IEP) team. District #518 provides a required annual transportation to all special education paraprofessionals assigned specific transportation routes. The Office of Special Programs will communicate any assignments, updates to assignments, etc. regarding special transportation to any individuals providing special transportation.

If you would like to review the special transportation training, you may find it in Vector Solutions. There is a link to Vector Solutions on the district website under the "Staff" tab on the district homepage.

### **Schedules & Assignments**

Your supervising teacher(s) will determine your daily schedule. It is imperative that you follow your schedule as set by your supervising teacher(s) as written. Your break times, location(s) and student assignments will be provided to you by the first day of school. Should you have questions regarding your schedule & assignment(s) you must communicate directly with your supervising teacher(s).

Whether you are assisting your student(s) in the special education or general education classroom, be sure to keep yourself busy and working hard in order to set a strong example for our students. If your assigned student(s) are not needing immediate assistance, please communicate with the teacher(s) in the classroom to see if there is anything that needs to be done or float about the room to support other students as needed.

### **Class II Paraprofessional Roles and Responsibilities**

As a Class II paraprofessional, your responsibilities will look different from your Class I colleagues. That being said, your role as Class II paraprofessional may look different from other Class II paraprofessionals. Why is this? The services that paraprofessionals provide to our special education students are determined by Individualized Education

Plan (IEP) teams, and each team determines what is appropriate and necessary for each child based on their unique needs. If, at any time, you feel you need further training on certain aspects of your job you must reach out to your supervising teacher and that individual can help connect you with additional training opportunities and resources.

### **Monthly Paraprofessional Trainings**

The Office of Special Programs will provide monthly training on various topics relating to special education. Training will be available in person as well as on demand via Vector Solutions. If you have any input regarding potential training ideas, please reach out to the Director and Assistant Director of Special Education.

### **Prairie Elementary**

Principal - Heidi Meyer

Assistant Principal - Kari Gjerde

Secretary - Haley Petrowiak

### **Responsibilities for Extra Duties at Prairie Elementary-**

#### **Morning:**

Students eating breakfast should go to the cafeteria. Students not eating breakfast should go to the grade appropriate commons area.

#### **Car-Rider Greeter**

- Assist students, if necessary, to help ensure safety.
- Wear appropriate weather gear.

#### **Main Entrance Greeter**

- Welcome students to Prairie Elementary.
- Direct students, as needed. Let students know what is for breakfast.
- Direct parents to the office.

#### **Cafeteria Supervision**

- Support students in going through the appropriate line and sit in their designated area.
- Students should use quiet voices.
- Actively scan for appropriate behavior.
- When finished eating in the morning, students should dump trays and go to designated commons area.

### Door/Hallway Supervision

- Direct students, as needed.
- Students should use quiet voices and walk where they need to go.

### Commons Supervision

- Work with teachers to find appropriate activities to welcome students each morning.
- Students should sit appropriately and, if talking during activities, use quiet voices.

### During the School Day:

Prairie School Wide Expectations can be accessed in [this document](#). Please note that this document is a work in progress and will be updated, as needed, to ensure smooth operations and safety throughout the building.

### Dismissal:

#### Car-Rider (gym) Supervision

- Supervise students waiting for cars.
- Communicate with the office, as needed, around issues that arise on the walkie-talkie.
- Call students as cars arrive.
- At the end, bring student(s) who are not picked up to the office.

#### Bus Line Supervision

- Students should walk in the bus lanes.
- Support students in staying behind the bus line, if waiting for the bus.
- Students waiting in line should stand in line and use quiet voices.
- If the bus arrives when students are standing in line, students should wait for a signal from the driver before boarding the bus.

## **Intermediate School**

Principal - Cory VanBriesen

Assistant Principal - Travis Frazee

Secretary - Paige Brown

### **Responsibilities for Extra Duties at The Intermediate School-**

#### **General:**

Sub-Folder

- a. Have your sub-folder ready within the first couple weeks of school and update as needed. Sub folders are located in your mailbox.
- b. Be sure to have your extra duties listed in your sub folder.

If you know ahead of time that you will be gone, find someone to cover your extra duty.

Enter absences in Red Rover.

If you are going to use unpaid leave of absence, you are required to come and talk to Cory VanBriesen.

#### **Extra Duties:**

##### **Morning:**

Students eating breakfast should go to the cafeteria. Students not eating breakfast should go to their grade appropriate commons area.

Car-Rider Greeter

- Assist students, if necessary, to help ensure safety.
- Wear appropriate weather gear.

Main Entrance Greeter

- Welcome students to the Intermediate School.
- Direct students, as needed. Let students know what is being served for breakfast.
- Direct parents to the office.

Cafeteria Supervision (Breakfast)

- Support students in going through the appropriate line and sit in their designated area.
- Students should use quiet voices.
- Actively scan for appropriate behavior.
- When finished eating in the morning, students should dump trays and go to their designated commons area.

### Door/Hallway Supervision

- Direct students, as needed.
- Students should use quiet voices and walk where they need to go.

### Commons Supervision

- Work with teachers to find appropriate activities to welcome students each morning.
- Students should sit appropriately and, if talking during activities, use quiet voices.

### Transportation

- Communicate with the Special Education Director and/or Assistant Special Education Director as times/routes may vary.

### During the School Day:

Intermediate School Wide Expectations can be accessed in [this document](#). Please note that this document is a work in progress and will be updated, as needed, to ensure smooth operations and safety throughout the building.

### Lunch/Freeplay

- Bring students to the lunch room during designated times.
- Circulate throughout the lunch room.
- Paras transition students to free play following lunch.

### Dismissal:

#### Car-Rider (gym) Supervision

- Supervise students waiting for cars.
- Communicate with the office, as needed, around issues that arise using the radio.
- Call students as cars arrive.
- At the end, bring student(s) who are not picked up to the office so parents can be contacted.

#### Bus Line Supervision

- Support students as they transition from their classrooms to the bus lanes. Report to your designated area in the building to ensure this happens.
- Students should walk through the hallways as they travel to the bus lanes.
- Students should walk to the buses once they are outside and load the buses immediately.

## **Middle School**

Principal - Toni Baartman

Assistant Principal - Tessa Dierks

Secretary - Sheila Grimmus

### **Responsibilities for Extra Duties at the Middle School-**

#### **General:**

Sub-Folder

- a. Make sure to have your sub-folder ready within the first couple weeks of school and to update as needed.
- b. Be sure to have your extra duties in your sub folder for your substitute.

If you know ahead of time that you will be gone, find someone to fill in for your extra duty

Enter absences in Red Rover and also contact Ms. Baartman of your absence. If you are going to use unpaid leave of absence, you are required to come and talk to Ms. Baartman or Mrs. Dierks.

#### **Extra Duties:**

1. Crossing Guard
  - a. AM: need to clock in at 7:10 and be at your post by 7:15
  - b. PM: need to be at post by 2:40 and stay until kids are gone, approx. 3:00.
  - c. Wear appropriate gear
  - d. Use signs to direct traffic
  - e. Make sure all kids get across the street safely before leaving the street
2. Gym Supervision - Morning
  - a. Clock in by 7:10
  - b. Be in the gym by 7:15
  - c. Monitor students - scan the area.
  - d. Try to keep students at 100 for capacity
  - e. Make sure all equipment is used and stored properly at the end
3. Transportation
  - a. Communicate with the Special Education Director and/or Assistant Special Education Director as times etc. will vary.
4. Hallway/Locker Supervision
  - a. Clock in at 7:25 and be at your post by 7:30.
  - b. Monitor students
  - c. Greet and be aware of students

## 5. Lunch/Freeplay

- a. Be at the lunch room during designated times
- b. Circulate throughout the lunch room
- c. One supervisor go outside and grab equipment
- d. Paras transition to free play as instructed
- e. Please spread out when outside supervising to make sure all areas are covered. Paraprofessionals should not be on their phones or in groups talking. They should be supervising students.

## **High School**

Principal - Tony Hastings

Assistant Principal - Doug Brands

Secretary - Sarah Martin

### **Responsibilities for Extra Duties at the High School-**

Sub Folder completed and turned into your supervising teacher within the first week of school

Clock-in and be ready for the day by your assigned start time

Unpaid Leave needs to be pre approved by your building principal

Supervision - High School paraprofessionals will fill various supervisory duties before school and during early outs on Wednesdays. Expectations for these times:

- Monitor students
- Greet and be aware of students
- Please spread out and/or be in your assigned location when supervising to make sure all areas are covered. Paraprofessionals should not be on their phones or in groups talking. They should be supervising students.

## **Learning Center**

Principal - Spencer Wieneke

Dean of Students - Katie Pedersen

Secretary - Rhina Resendez

### **Responsibilities for Extra Duties at the Learning Center-**

Sub-Folder

- Have your sub-folder ready within the first couple weeks of school and update as needed.
- Be sure to have your extra duties listed in your sub folder.

If you are going to use unpaid leave of absence, you are required to come and talk to your building principal Spencer Wieneke.



Flexibility is a big part of being a para at the Learning Center, duty needs can differ from time to time.

### **Early Childhood, ABE, and Community Education**

Community Education Director - Sharon Johnson

Early Childhood Education Director - Melanie Kuhl

Adult Basic Education - Stacy Everding

Secretary - Laurie Erwin

#### **Absences:**

1. Enter absences in Red Rover as early as possible; indicate that a substitute is needed and contact your department coordinator, so s/he is aware of the need for a substitute.
2. Notify your classroom teacher that you will be absent, so they can adjust plans as needed.
3. If you want to use unpaid leave of absence, you are required to talk to the Community Education director to get pre-approval. You may be asked to participate in staff development opportunities on staff in-service days, including early-out days. This will be paid time.

#### **Community Education Chain of Communication for Questions and Concerns:**

1. Communicate with the Department Coordinator
2. Communicate with the Community Education Director
3. Communicate with the Human Resources Para Support Person
4. Communicate with the Superintendent