Lincoln Park Public Schools

Paraeducator Orientation Packet

Updated August 2026

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Basic Information

1. Key District Personnel

Special Education

Nicole Chubb - Executive Director of Special Education
Jennifer Rogers - Special Education Supervisor, Preschool & Act 18 ASD Elementary
Amy Kapala - Special Education Supervisor, VI programs, High School and Elementary Programs
Robyn Castle - Principal & Special Education Supervisor Beacon School, Project SEARCH
Shannon Saville - Special Education Supervisor, High School ASD, Middle School
Michael Lynch - Principal & Special Education Supervisor Mixter
Derek Nowka - District Behavior Intervention Coordinator
Stacey Miller-Doctor - Assistant Principal Beacon School

Human Resources

Jennifer Walker - Executive Director of Staff and Student Services
Catherine Hyde - Confidential Secretary

2. Lunch

Article 10.210 All employees are paid for a 30-minute uninterrupted lunch period. It is understood that secretaries and paraeducators may leave the work site.

3. Time Clock Procedures

Paraeducators must clock in and out daily at their assigned time.
Time is not rounded up or down, and it is expected that you clock in on time and don't clock out until your shift ends.
You can clock in from the time clock in the building, or you can download the app on your phone. You must be on school property to clock in and out.
You are not authorized to clock in/out anyone other than yourself.

Please click here to access a memo on Red Rover Timeclock.

There are three options for clocking in and out. Please see the attached documents and added links to videos below:

1. Using the Kiosk Time Clock

- Use your Badge Number

2. Red Rover App
   - Must be on LP WiFi

3. Red Rover Website
   - Must be on LP WiFi
   - May require turning your phone horizontally

See Attachments Below for Additional Information

Red Rover App - Clocking Time.pdf

Using the Kiosk Time Clock.pdf

Using the Red Rover's Website.pdf

If you are unable to clock in or out:
For LP Employees, contact Kari Sauve at kari.sauve@lpps.info or ext 20321.
For EDUStaff, contact Catherine Hyde at catherine.hyde@lpps.info or ext 20306.

4. Time Off Procedures

Lincoln Park 849 Employees:
Red Rover is used to report an absence. Any late call-offs must be made by contacting the building secretary directly. See your contract for time off allotments.

Article 14.140 Employees shall make every effort to call in on the Red Rover system a minimum of two (2) hours prior to the start of their shift if they are unable to report to work. Employees who will be off more than one (1) day or for an extended period of time shall keep the district informed and use the Red Rover system to call off sick. If off more than four (4) days, unless pre-approved by the administration, the employee shall present a doctor's report to the main office. If off for an extended period, the employee shall present to the office a doctor's report stating that he/she is able to resume work.

Edustaff Employees:
Direct contact is used to report an absence. You must contact Catherine Hyde, your building secretary, and your supervisor/principal. You can do this by email or phone. Your assignment in Red Rover will be adjusted by Catherine and/or the building secretary to reflect your absence.

5. **Breaks**

   Article 10.200 LUNCH PERIODS - COFFEE BREAKS 10.210 All employees are paid for a 30-minute uninterrupted lunch period. It is understood that secretaries and paraeducators may leave the work site. All full-time employees shall be paid for a fifteen (15) minute break during the first half of their shift and a fifteen (15) minute break during the second half of their shift. Breaks shall not be taken at times when there is a student crisis and are at the sole discretion and approval of management.

Mentor & Orientation Opportunities

New employees can be provided orientation/training at the discretion of their supervisor.

This may include, but is not limited to:

- Shadowing/Observing a classroom, activity, or other staff members
- Training with ancillary staff (as applicable to the assignment)
- Training with your Supervisor on expectations
- Identifying a mentor for you to ask questions and connect with
- Providing this manual for reference

Additional training may be provided based on your specific job responsibilities.

If at any time you feel you need additional support, please contact your direct supervisor.

Job Description

A paraeducator's role is to follow professional staff directions to provide the appropriate amount of modification, support, and instruction necessary to ensure independent participation and progress in the general education curriculum and to help students realize their full potential.

Formal Job Description click here.

Paraeducator Expectations

- Present yourself as a positive role model to students
- Represent the LPPS District in a positive manner
- Set and have high expectations for students
- Be punctual and attend work regularly

- Follow your schedule consistently (Schedule provided by teacher/Administrator)
- Share relevant information with your supervising teacher to facilitate problem-solving, program planning, and student progress
- Seek answers/input to questions you have
- Discuss a student's progress or educational program only with the teachers who are responsible for that student's instruction
- Discuss confidential and student issues only with appropriate school personnel
- Maintain a positive attitude
- If a student is an elopement risk, plan accordingly. If they do get out of the room, you MUST go after them
- Refrain from talking about students in the community
- Understand and follow school policies and procedures
- Communication with parents is the teacher's responsibility. Refer parent inquiries regarding student progress to the student's teacher. You should not be communicating with the parents
- Maintain student dignity by being discreet about the student's physical needs
- Refrain from discussing information about the students in front of the students
- Maintain a professional and caring relationship with students at all times
- Be flexible and willing to assist where and when needed
- Focus on what students CAN do…focus on their strengths, and build from those
- Make the most of your time in the lunchroom with the students. This is a time to teach students social etiquette. Please refrain from using your phones

Data Collection

Data collection is required for paraeducators. Teachers and/or School Social Workers will instruct you on what data to collect and how to track it, including behavior and academic data.

It is important to monitor the prompt level (for more information, see page 7) you are providing to ensure it aligns with the data you are collecting. For example, if the student's goal is to complete a task with visual and gestural prompts, but you provided no prompting, you have not accurately tracked the student's ability to complete the task as it was written.

Meet with the teacher regularly to review data and any need to make adjustments. Understand data must be kept for multiple weeks before changes can be made, but that your input is valuable throughout the process.

Please remember that data collection must be objective, including factual information and free from judgment and opinions.

Poor Example: “The student was mad all morning.”

Good Example: “The student hit staff 4 times.”

Medicaid Billing

Medicaid billing is one of your responsibilities. You must login daily to log any personal care services you provide. You can only bill for services that are identified within the student’s Personal Care Authorization Form within the student’s IEP. Medicaid services can only be billed for Medicaid eligible students up to the age of 21. Please connect with your mentor or the student’s caseload manager if you have questions about how to log Medicaid.

You are also responsible for completing Random Moment in Time entries. Monitor your email for any alerts, and complete the Random Moment the same day it was sent to you. Late Random Moments will be reported to your supervisor so they can follow up with you.

Medicaid Personal Care Tip Sheet

Personal Care Service Definitions

Random Moment in Time Study Video

Monthly Service Plan Documentation for Personal Care Services completed by the end of each month and sent to Debra Schlehuber, Mixter Secretary.

Emergency Information

The district conducts emergency drills multiple times per school year. It is your responsibility to understand the procedures so you can assist with drills and any true emergency situations.

The office will maintain emergency contact information for all staff. It is your responsibility to ensure this is kept up to date as your information changes. Please contact your building secretary to ensure your information is accurate.

Emergency Procedures Manual for Lincoln Park Public Schools.

Emergency Procedures Video for Lincoln Park Public Schools.

Confidentiality and Professionalism

Schools are required to follow Family Educational Rights and Privacy Act (FERPA), as well as Health Insurance Portability and Accountability Act (HIPPA) in some special circumstances. For school staff, this means student information related to academics, behavior, social environment, etc. should be considered confidential information, and should not be disclosed without permission.

When asked about confidential information, even by a colleague, please inform the person you are not authorized to share, and any questions should be directed to the teacher.

As a Lincoln Park Public Schools employee, you are expected to conduct yourself professionally as you interact with students, district personnel, parents, and the community. This includes attending to the duties and responsibilities of your job without distraction, ensuring your communication is polite and professional, and conducting yourself as a positive role model to students at all times.

Professional Development

Continuing Education Incentive – Pre-Approval Process

As part of the Continuing Education Incentive, employees must receive prior approval before enrolling in any course they would like to be considered for a future pay increase. If you are planning to take a course and would like it to be eligible for the incentive, please complete the pre-approval request form below before the course begins:

Continuing Education Approval Form

A few important reminders:
You must select a pathway:

- College Credit or SCECH/CEU
- Coursework types cannot be combined to meet an incentive threshold
- Approval must be received in advance for coursework to be considered
- A grade of C or better (or Pass) is required for eligibility
- You are responsible for saving a copy of your approved form for your records

The approval process will route from your supervisor, then to the Director of Special Education/GSRP Director. Once approved, you will receive a completed copy—please retain this for future use when submitting a request for a pay increase.

Continuing Education Incentive – Requesting a Pay Increase

If you have completed approved coursework and believe you have met a threshold for the Continuing Education Incentive, you may now submit a request for a pay increase.

To apply, please complete the form below:

Continuing Education Incentive – Requesting a Pay Increase

Before submitting, please make sure:

- You have received **prior approval** for each course (Pre-Approval Form)
- You are submitting under a **single pathway**:
    - College Credit **or**
    - SCECH/CEU
- You have met one of the incentive thresholds based on your completed coursework
- You have earned a **grade of C or better (or Pass)**, if applicable

Submission requirements:

You must upload **one combined PDF** that includes:

- All approved pre-approval forms
- Official transcripts (for college credit) or proof of completion
- Documentation showing grades, if applicable

Only coursework with documented prior approval will be considered, except where contract language allows otherwise (e.g., new hire credit review).

If you are switching pathways, your request will be evaluated based only on coursework within the new pathway.

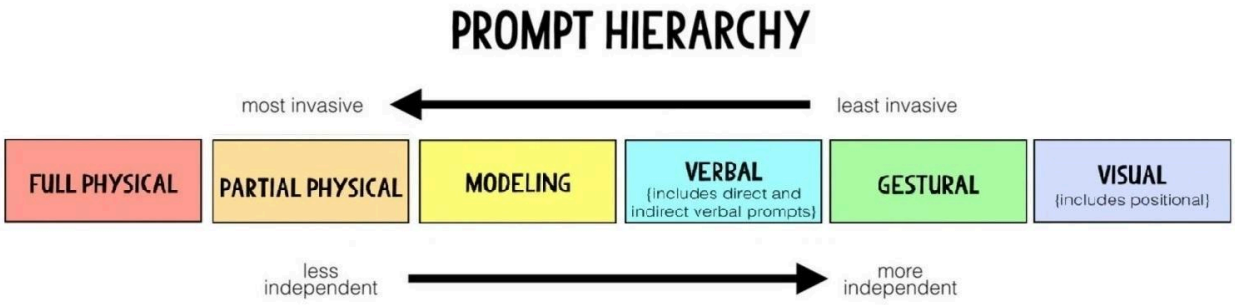
Once submitted, Human Resources will review your documentation. Approved increases will be processed and communicated through Informed K12.

If you have questions about your eligibility or documentation, please reach out before submitting.

Prompt Hierarchy & Visual Supports

Please follow the teacher's guidance regarding the type of prompts to use to support student independence.

Over-prompting builds prompt dependence and does not allow students to become independent. However, under-prompting leads to frustration and does not allow students the tools they need to build their skills. It is not your responsibility to determine what prompts to provide, but to follow the teacher's direction.



Visual supports are a "universal support" used for both students with and without disabilities. Visual supports can be in the form of pictures, photos, words, organizers, etc.

Visual supports are frequently listed on a student's IEP as a support they will receive for academics or during specific activities. If this is included in a student's IEP, they are REQUIRED to implement, and the teacher is required to track use of visual supports.

Many staff are provided specific visuals for common directives, such as "stop" or "stand up." If you have questions about how to implement these visuals, consult your teacher or speech-language pathologist.

Other common visuals include the use of the core vocabulary board. Again, this may be a required support in the child's IEP. Although learning to use the core board may feel like learning a second language, it is important that you learn communication systems that have been identified for your student. Modeling by pointing at core words and using a student's communication device will help the student learn to communicate functionally within the school setting.

Behavior Supports

There are a variety of behaviors that may create challenges in the classroom, ranging from mild to severe. The classroom teacher or behavior specialist will provide guidance regarding whether the behavior should be ignored or if you should intervene.

The Lincoln Park Public Schools follows a Positive Behavior Intervention and Supports (PBIS) approach to behavior management aligned with trauma informed practices. This means you should focus on the positive behaviors much more than the negative ones. Reinforcing positive behaviors is proven to increase them over time, which also works to decrease negative behaviors.

If you remain calm and follow identified strategies and behavior plans, you will be effective in de-escalating most behaviors. Additionally, you will help the student learn appropriate behaviors for the school setting.

1. CPI Training

If you work in an environment where physically and/or verbally aggressive behavior is common, you will be provided training in behavior de-escalation. This is referred to as "CPI training" as we follow the "Crisis Prevention Institute" (CPI) model. If you have a question about CPI certification, please ask your principal/supervisor.

2. Seclusion & Restraint

All staff are required to participate in awareness training related to seclusion and restraint. Some staff will participate in more comprehensive training to ensure proper procedures are followed and student safety is maintained.

"Seclusion" is defined as when an individual is confined to a room and physically prevented from leaving.

"Restraint" is defined as a hold that physically prevents or significantly restricts a child's movement.

The state of Michigan regulates any use of seclusion and restraint. An administrator must be notified any time seclusion or restraint is used to ensure all procedures are properly followed.

Injury and Incident Reports

While every effort is made to prevent injury, sometimes situations are not avoidable. Each building office has forms to document incidents and injuries for staff and students. Consult your supervisor if you are unsure which form to use in your situation.

Student Injury Report

Student Incident Report

Employee Report of Injury

Edustaff Report of Injury

Completed forms should be turned in to the office the same day the incident occurred, as they are required to be submitted to the district within 24 hours.

If an incident requires a visit to the clinic, consult with your supervisor immediately following the incident. They will provide guidance on how to proceed with a clinic visit.

Building Information:

1. Work Hours

Crowley Preschool	7:45 - 3:45
Beacon / Elementary / Mixter	7:30 - 3:30
High School / Middle School	7:15 - 3:15

2. Arrival/Dismissal Procedures

Paraeducators are expected to assist with arrival and dismissal. While each building varies in procedure, the expectation is that you are present at the arrival doors prior to the start of arrival, and remain present at dismissal until all students are dismissed.

Reminder: teachers are the primary avenue of communication with parents. If parents ask questions, please refer them to the contact teacher for information. “I am sorry that I don’t have that answer. I am confident that (teacher) can help you with that. They can be contacted through email or Parent Square.”

3. Sensory Room Procedures

Some buildings have a sensory room that is available for students. Other buildings have smaller sensory equipment spaces. The purpose of the space is to provide students with the materials and tools they need to regulate their sensory needs. In order to ensure these spaces are properly used, these guidelines shall be followed:

- No food or drink in the sensory room. No cell phone use. Students must be directly supervised by staff at all times.
- If any equipment is damaged, notify the occupational therapist and/or supervisor immediately.
- Under no circumstances should students have to “earn” access to the sensory room, or have their access restricted related to behavior. Sensory needs are not privileges; they are needs that should be met in order for the student to access instruction.
- Some students have specific sensory needs identified within their IEP, behavior plan, or sensory diet. Please consult with the teacher, social worker or occupational therapist regarding student specific plans.
- Remain engaged with the student(s) at all times. Guide students through equipment that will help them meet their sensory needs as identified by the occupational therapist.

- Large groups of students should not be brought to the sensory room without consulting the occupational therapist first to discuss the plan. The sensory room is a therapeutic activity and is best implemented with one or two students.
- Some students have scheduled times per day they need to access the equipment in order to regulate; others may need to access it in response to immediate needs. Please be flexible and understanding to ensure access is available when needed.
- If applicable, complete the sensory log by scanning the posted QR code for each visit.
- Leave the sensory room clean, picked up, and sanitized.

4. Lunch Procedures

Paraeducators are expected to assist with student lunch and recess. While each building varies in the procedure, the expectation is that you are present and actively supervising students during lunch and recess as assigned by the Principal or classroom teacher. Your lunch will be provided separately.

District Memos

District memos are sent out via email to employees. Included here are some past memos you may find relevant.

- Appliances
- Breaks
- Communication Protocol
- Crisis Procedure
- Incident Reports
- Holiday Pay
- Mandated Reporters
- Media Protocol
- Mileage
- Personal/Sick Days
- Personal Items
- Punching In & Out
- Staff Sign In
- Student Medication
- Student Privacy

Document Sign Off

You are responsible for knowing and following the information shared in this document.

Please sign off here that you have read this document and understand the information.

Glossary

- **Alternative/Augmentative Communication (AAC) -** a method of communication used when a student is not an efficient verbal communicator, such as app on iPad, core board, GoTalk, etc.
- **Assistive Technology (AT)** - any support used to increase a student's independence, including High Tech (touch screen device), Low Tech (switches), or No Tech (slant board).
- **Behavior Intervention Plan (BIP), or Positive Behavior Support Plan (PBSP)** - a plan designed based on a student's FBA which identifies proactive preventative strategies, target behaviors, and staff interventions.
- **Core Vocabulary Board** - a menu of picture icons that are used frequently across different settings; many core words are pronouns ("I"), verbs ("go"), and adjectives ("good").
- **CPI** - Crisis Prevention Institute, or the method our employees use for behavior de-escalation and crisis management.
- **Elopement** - leaving a safe or assigned area, such as running out of the classroom, or running away from supervising adult.
- **Emergency Intervention Plan (EIP)** - a plan designed to protect a student who has shown a pattern of behavior that may require the use of emergency restraint or seclusion.
- **Fringe Vocabulary** - additional picture icons related to a task or lesson used with the core vocabulary board; frequently fringe vocabulary are nouns ("squirrel").
- **Functional Behavior Analysis (FBA)** - a strategic evaluation of the function (reason) of a particular problem behavior, such as to avoid work, or due to hunger.
- **Individualized Education Plan (IEP) -** the student's individual plan for meeting their educational needs. This plan includes goals and services specific to the student's needs.
- **Positive Behavior Interventions and Supports (PBIS) -** a school-wide process of shaping behaviors by reinforcing positive behaviors; PBIS is for all students.
- **Prompt** - to assist or encourage a response from the student. Prompts can be in the form of a gesture, verbal prompt, physical prompt, etc.
- **Restraint** - a hold that physically prevents or significantly restricts a child's movement.

- **Seclusion** - when an individual is confined to a room and physically prevented from leaving.
- **Sensory** - related to the senses; many students with autism have difficulty processing their sensory input.
- **Tier 1 Supports** - learning or behavior supports that are provided to all students.
- **Tier 2 Supports** - learning or behavior supports that are provided to a smaller group of students who require a greater level of intervention.
- **Tier 3 Supports** - learning or behavior supports that are provided to a small group of students who require a specific plan to access learning or improve behavior.
- **Visuals** - pictures used to support language, including visual directives ("quiet"), visual schedules, core vocabulary board, etc.