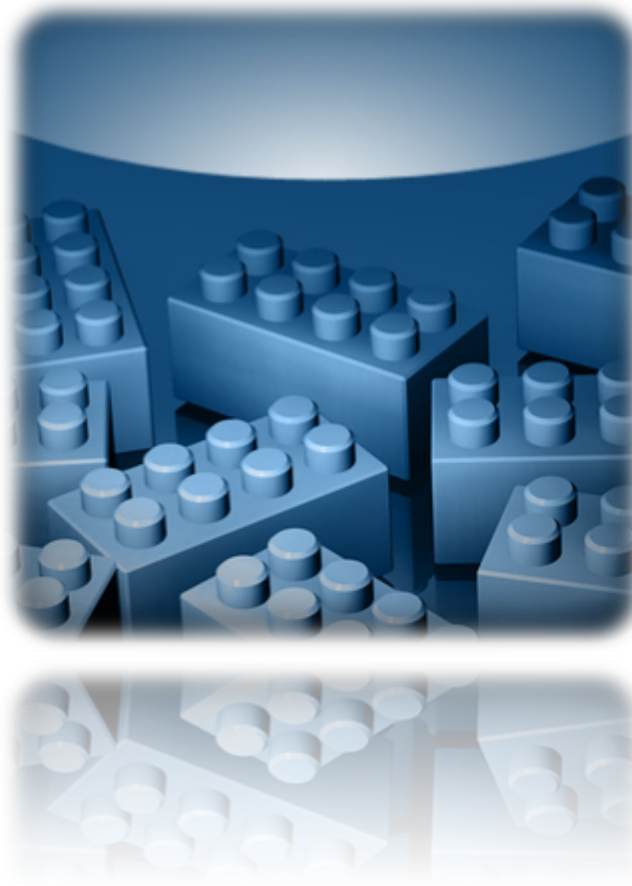


Cecil County Public Schools

Paraprofessional Handbook



Serving Learners, Families, and the Community

Jeffrey A. Lawson, Ed.D.
Superintendent of Schools

CECIL COUNTY PUBLIC SCHOOLS

George Washington Carver Education Leadership Center
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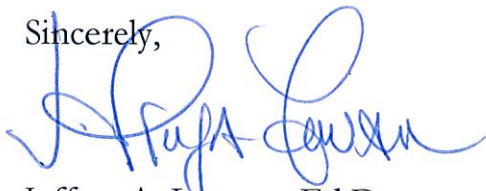
Dear Paraprofessional:

We would like to thank you for choosing to work for Cecil County Public Schools. This handbook is designed to serve as a reference guide and will provide you with important information related to your paraprofessional position. Your support of our students will benefit the entire school community and will help us to fulfill our mission to serve “equitably through positive relationships as a safe, collaborative community. We will ensure all learners acquire the knowledge, skills, and qualities to be responsible, caring, and ethical citizens.”

Your administrative team and classroom teachers also serve as resources to help you be successful in your role as a paraprofessional. They will provide additional support as you learn the skills and strategies necessary to assist our students in meeting their academic, behavioral, and social goals.

We wish you success as a member of our CCPS staff.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeffrey A. Lawson".

Jeffrey A. Lawson, Ed.D.
Superintendent of Schools

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GENERAL INFORMATION

A. Mission Statement

CCPS serves equitably through positive relationships as a safe, collaborative community. We will ensure all learners acquire the knowledge, skills, and qualities to be responsible, caring, and ethical citizens.

B. Values

- Equity – We promote fairness, access, opportunity, and inclusion.
- Integrity – We practice honesty, trust, and transparency.
- High Standards – We meet each learner with expectations for growth and accountability.
- Collaboration – We work together to strengthen our communities.
- Whole Learner – We address the academic, behavioral, and social-emotional needs for each learner.

C. Statement of Beliefs

The beliefs and vision statements apply to both the general and special education paraprofessionals. Paraprofessionals are recognized as equal and essential members of the professional education team. The statements also consider parents to be essential and equal partners in effectively meeting the needs of all students.

Beliefs

1. The value of paraprofessionals and the complexity of their roles are recognized as critical to the social, emotional, academic, and vocational success of students and the school.
2. Paraprofessionals provide a valuable service to the total educational program.
3. Paraprofessionals play an active and essential role in their work with students by providing encouragement, support, assistance, and advocacy.
4. Paraprofessionals advocate for their profession by maintaining positive, supportive, cooperative, and professional relationships.
5. Paraprofessionals may be assigned to a specific group of students, but can assist all students within the classroom.
6. Paraprofessionals will respect and support the families of our students.
7. Paraprofessionals will be open to new ideas and be willing to continue to learn, grow, and contribute as a professional.

D. Assignments

Paraprofessionals serve in various assignments throughout the Cecil County Public School system. Assignments are determined by the school principal. Paraprofessional assignments, location, and duty are re-evaluated at the beginning of each school year and may be altered or changed during the school year based on the changing needs of the system.

Paraprofessionals work seven (7) hours per day, exclusive of a 30-minute duty-free lunch period. The daily duty-day, beginning and ending times, vary and will be determined by the school principal based on student needs.

Each year, paraprofessionals are given the opportunity to express their interest in changing school location or assignment by completing the Declaration of Intent form. These forms shall be reviewed and employee interests considered as staffing decisions are made. Amendments to the letter of intent should be submitted in writing or by e-mail to the Director of Human Resources.

E. Attendance/Absence Reporting

Paraprofessionals are expected to maintain regular on-time attendance. Good attendance and punctuality will benefit students as daily procedures and instructional programs are delivered with consistency. Paraprofessionals are afforded personal and sick leave at the beginning of each school year as outlined in the Cecil Education Support Personnel Association (CESPA) negotiated agreement.

Paraprofessionals are required to input absences into the established reporting system after obtaining any necessary approvals.

F. Annual Evaluations

1. Paraprofessionals will receive an annual evaluation which should be completed by May 1 of each school year.
2. Any rating of “Needs Improvement” or “Unsatisfactory” will require a written comment by the evaluator.
3. Employees have the right to comment in writing on their evaluation. Any employee comments should be received by the evaluator in a timely manner but no later than thirty (30) days from the evaluation. A paraprofessional may use a narrative form for their comments.
4. A paraprofessional who has been evaluated and “placed on probation” must be re-evaluated within six (6) months from the date of the original evaluation which placed the employee on probation. If the employee is rated satisfactory, the employee will be placed on regular status. If the re-evaluation remains at the unsatisfactory level, dismissal may be recommended.

Additional information regarding Support Service annual evaluations and the evaluation form can be found in the [Support Services Evaluation Handbook](https://www.ccps.org/Page/334)(<https://www.ccps.org/Page/334>).

G. Lunch

All paraprofessionals will receive a 30-minute duty-free lunch period each day.

H. Professional Appearance

Dressing appropriately makes a positive statement to students, parents, and the general public and engenders their respect.

All employees shall:

1. Reflect and model standards that will encourage student understanding and compliance with the student dress code.
2. Dress appropriately according to position and work setting, or environment.
3. Present a clean, modest, and professional image.
4. Avoid clothing or accessories that distract or disrupt the educational process and/or administrative setting.

Next-in-line administrators shall have the final determination of appropriate dress and appearance for employees working under their supervision.

I. Employee Identification Badge

All Cecil County Public School employees are issued an official photo identification badge which must be visibly displayed during the work day. All CCPS employees must report to the main office and sign in when reporting to any building other than their home school or office.

J. Child Abuse Reporting

Any employee of CCPS who has reason to believe that a child has been subjected to **physical abuse or sexual abuse, human trafficking, child pornography, or neglect** shall immediately report such to the local Department of Social Services, the local State's Attorney, the Principal or Department Head, and the Director of Student and School Safety.

When paraprofessionals are unsure whether abuse or neglect has taken place, the situation should be discussed with the local Department of Social Services.

Reference and Additional Information: **CCPS Policy JHG - Reporting Child Abuse and Neglect**

K. Confidentiality

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law which protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

As a paraprofessional you will learn a lot about students. This information is considered confidential and private. Even though you have this private information, you still must respect their privacy. Persons not directly involved in delivering support services to a student do not have a right to the information, including other school staff. As a paraprofessional working directly with a student, consider yourself among those directly involved.

Confidentiality Guidelines

1. Never talk to a parent, even approved school volunteers, about a student without teacher or administrator knowledge or approval.
2. Do not point out or label children as your students.
3. Direct questions to the appropriate classroom teacher.
4. Do not distort, exaggerate, or use student information as gossip or a joke.
5. Remain positive and focus any comments you make on student strengths.

L. Questions or Concerns

Procedures are in place for paraprofessionals seeking answers to questions or concerns regarding CCPS policies, administrative regulations, or procedures. Paraprofessionals are encouraged to address these concerns with their next-in-line supervisor or the Human Resources Department.

M. Computer Access or E-mail Use

Technology General Provisions

1. Read, understand, and comply with all rules, regulations, and requirements of the Responsible Use of Technology in Schools Policy IIBH.
2. There is no expectation of privacy or ownership when using CCPS technology.
3. CCPS reserves the right to monitor, inspect, copy, and review at any time and without prior notice any and all usage of the computer network and Internet access of all users. Electronic monitoring services are used to track how much time is spent on the Internet and/or network usage. This includes any and all information transmitted or received in connection with such usage.
4. Using or importing offensive, threatening, obscene, libelous, disruptive, or inflammatory language, images or other material on any computer or network within CCPS is prohibited.

Reference and Additional Information: **CCPS Regulation IIBH-RA Responsible Use of Technology**

N. Policies and Regulations

All CCPS policies and regulations can be found on a searchable database on BoardDocs® and can be accessed through the CCPS website at:

<https://go.boarddocs.com/mabe/cecil/Board.nsf/Public>.

THE ROLE OF THE PARAPROFESSIONAL

A. Duties and Responsibilities

Paraprofessionals supplement the services of professionally trained teachers and enable teachers to give more of their time and attention to instruction that requires professional knowledge and skills. Paraprofessionals should spend the majority of their time engaged in instructional activities with students. **Paraprofessionals are under the direct supervision of the school administrator to whom they are assigned. Individual teachers may vary the responsibilities of the paraprofessional to enhance their program of instruction.**

General duties that *may* be performed by paraprofessionals consist of, but are not limited to:

1. Implementing daily plans as specified by the teacher by assisting, supporting, and reinforcing lessons with large/small groups and individuals.
2. Providing accommodations for specified student(s) during standardized assessment measures under the direction of the certificated Testing Examiner.
3. Providing accommodations/modifications for specified student(s) during daily instructional routines as directed by the certificated regular/special education teacher(s).
4. Keeping record, reporting progress, and sharing ideas with the teacher.
5. Constructing and acquiring instructional materials during non-instructional times.
6. Participating in training and professional development.
7. At the direction of building administration, paraprofessionals may independently support and facilitate small group instruction. Supervising an entire class in an emergency situation may also be allowed.
8. Monitoring hallways, restroom, etc.
9. Assisting with arrival, dismissal, and student lunch shifts.
10. Providing positive reinforcement and support.
11. Collaborating with teacher(s) to provide a successful experience for all students.
12. Alerting the classroom teacher to any medical situation that may arise.
13. Assisting early childhood students with personal hygiene and toileting.
14. Assisting special education intensive needs students on an as needed basis.

B. Special Education Intensive Needs Paraprofessional

The purpose of the special education paraprofessional is to support the needs of a student with significant disabilities as documented in the student's Individualized Education Plan. When paraprofessionals are placed in a special education intensive needs assignment, they will be paid on the intensive needs paraprofessional salary scale detailed in the CESPAs negotiated agreement.

Additional special education intensive needs paraprofessional duties may include, but are not limited to, assisting students with:

- Dressing
- Feeding
- Lifting
- Personal Hygiene
- Toileting

C. Non-Duties

1. Complete standardized assessment measures in the role of Testing Examiner.
2. Set goals and planning lessons for entire class, small groups, or individual students.
3. Evaluate and grade assignments and tests. (May not put a letter grade on students' papers.)
4. Meet individually or communicate student academic or behavioral performance with a parent.
5. Design academic or behavior management strategies for entire class or individual students.
6. Revise student IEP based on progress and observation.
7. Attend IEP meetings.
8. Exclusively supervise more than one class size group of children during "directed play."

Reference and Additional Information: Regulation IIBA-RA

D. Suggested Ways to Assist Students (with teacher approval)

1. Assist students in preparing for in-class assignments or for other activities so students can keep up with the class while at the same time learn how to become more independent.
2. Reteach instruction and provide reinforcement.
3. Assist students with individual activities.
4. Help students with makeup work.
5. Assist students with interpreting and following directions.
6. Read aloud to students.
7. Assist students with organizational skills.
8. Check for work or homework completion.
9. Keep records to document behavior of individual students.
10. Supervise students who might leave the classroom for a break or might leave to go to another classroom.
11. Assist students with note taking.
12. Support students when involved with group work.
13. Cue, refocus, and redirect students.
14. Position oneself in the classroom as a behavior management strategy.
15. Assist with classroom management by implementing class rules.
16. Assist students during lunch, recess, assemblies or when getting on or off the bus.
17. Monitor the student's level of participation in the classroom.
18. Reinforce skills previously taught by the teacher.
19. Assist with the testing process.
20. Motivate and support students with homework completion.
21. Work with the drop-in center, learning center, or resource room to help students focus and stay on track.
22. Assist students with personal hygiene including feeding and diapering.
23. Assist students with motor or mobility limitations.

E. Classroom Management

It is not the paraprofessional's responsibility to manage a classroom of students. The paraprofessional supports the teacher with his or her classroom management plan. Paraprofessionals and teachers work together to ensure a common understanding of the rules, procedures, routines in each classroom, and reinforce these expectations with the students. For students with specific behavior plans, the teacher and paraprofessional work together to make sure that the strategies, consequences, and rewards being used are consistent from person to person and support the goals in the student's plan.

F. What a Paraprofessional Should Do While a Teacher is Teaching

The primary responsibility of the paraprofessional is to support students. The paraprofessional should not be given clerical tasks to complete during instructional time. When the teacher is teaching, the paraprofessional should be working with students to ensure that they are able to participate in the lesson. This includes, but is not limited to:

1. Providing accommodations for students as identified on the IEP and directed by the teacher.
2. Cueing, refocusing, and redirecting students.
3. Answering students' questions.
4. Working with one student or a small group of students as directed by the teacher.

G. Work Before or After the Duty-Day

The Fair Labor Standards Act (FLSA) is the primary federal statute regulating wages, hours, and working conditions. Under FLSA, employees must be paid at least the minimum wage and must be compensated for hours worked in excess of 40 hours in a 7 day week.

Any time worked beyond the duty day must be pre-approved by the next-in-line administrator. This time must be recorded, and the type of compensation must be approved by the next-in-line administrator to verify compliance with the FLSA requirements.

1. What does this mean?

Paraprofessionals are non-exempt employees and must be compensated for hours worked in excess of the normal duty day. If a paraprofessional works beyond the duty day he or she must be compensated in one of the following ways:

- a. Flex time is awarded hour for hour for every hour worked beyond the duty day within the same week. For example, if a paraprofessional works 1 hour beyond the duty day on Tuesday, he/she would be able to arrive an hour late or leave an hour early one day within the same week.
 - b. Compensatory Time (comp time): FLSA requires all hours over 40 hours per week be compensated at 1.5 hours for each hour above 40 worked in any one week. Therefore, if you are a 35 hour a week employee, the first 5 hours of earned compensatory time will accrue as 5 hours. Any hours beyond 40 hours per week will be compensated at the rate of 1.5 hours for each hour. Comp time is given when the time cannot be made up within the same week; however, it should be given within the same pay period.
 - c. Overtime is defined as work in excess of forty (40) hours in a work week.
 - For overtime, the rate of pay shall be time and one-half (1.5) of the employee's regular rate of pay.
 - Compensatory time may be given in lieu of overtime pay in certain situations and awarded at time and one-half (1.5).
2. Volunteer time does NOT count as time worked beyond the duty day. To count as volunteer time, this time must meet ALL of the following criteria:
 - a. There is no compensation involved.
 - b. The employee is truly volunteering without coercion.
 - c. The volunteer work must be different from the employee's regular work. *For example, if the time worked beyond the duty day is spent instructing or supervising students or attending a staff meeting, then the paraprofessional is working beyond the duty day because these duties are part of the paraprofessional's normal responsibilities.*

Any questions regarding work beyond the duty-day or volunteering should be directed to your next-in-line supervisor or the Human Resources Department.

H. Record Keeping / Data Collection

The paraprofessional is instrumental in helping teachers track the progress of students. Since the paraprofessional spends a significant amount of time assisting students, it is expected that the paraprofessional possess meaningful knowledge of the strengths and needs of each student. Detailed, orderly records will enable the paraprofessional to be more effective in sharing this knowledge with the classroom teacher(s). Information regarding students must be accurate, objective, and should not reflect the paraprofessional's opinion.

The teacher will provide the appropriate data collection sheets. It is not the paraprofessional's responsibility to determine the appropriate tool to collect student data.

Listed below are examples of record keeping that may be required of the paraprofessional. This is intended to be a guideline and not an all-inclusive list. Paraprofessionals should consult with their school administrator for their school's requirements. It is suggested that the paraprofessional keep a binder type notebook to organize all records.

1. Flash IEP supplied by the teacher for students supported by the paraprofessional.
2. Data collection sheet for each student with space to record date, instructed skill, observation of student progress, and behavioral notes.
3. Log to record information from small group lessons with space to record student attendance and skills with which students needed extra help, etc.
4. Paraprofessional's daily schedule including time frames and students to be served.
5. Calendar of upcoming paraprofessional trainings, school wide meetings, or events of importance as they relate to the paraprofessional's position.

I. Modified Instructional Program Specific Information

1. The purpose of the Modified Instructional Program (MIP) is to provide a location outside of the classroom for students to continue to receive instruction. The placement is intended for:
 - a. Providing temporary removal of a disruptive student.
 - b. Allowing the referred student to calm down and work on the presenting behavior(s).
 - c. Allowing the student to continue work in the general curriculum.
 - d. Providing direct instruction and one-on-one support.
 - e. Reducing absences due to suspension.
 - f. Providing student supervision.
 - g. Allowing the student to continue IEP goals.
 - h. Providing direct instruction regarding the precipitating social/behavioral issues.
2. The role of the MIP paraprofessional is to provide continued student supervision, report to the teacher(s), and support the instructional program at the direction of the teacher(s). The responsibilities of the MIP paraprofessional may include, but are not limited to:
 - a. Keeping and submitting attendance records to the school office.
 - b. Collecting work from all teachers for students placed in MIP.
 - c. Placing completed student assignments in teachers' mailboxes at dismissal.
 - d. Obtaining copies of flash IEP, 504, behavior plans, etc. from the teacher(s).
 - e. Maintaining a student folder to ensure that students are receiving proper accommodations.
 - f. Encouraging students to do their best work neatly and correctly.
 - g. Reinforcing teacher's instruction when requested by students.

- h. Communicating with teachers in regards to missing work, make up work, and any additional student needs.
- i. Submitting required monthly reports to school administrator.

THE ROLE OF THE TEACHER

A clear delineation of roles of the teacher and the paraprofessional is an important element of a successful instructional program. Identification of teacher and paraprofessional roles ensures adherence to ethical and legal requirements. A paraprofessional works under the direction of a teacher as an assistant in the educational process. Teachers are critical in directing the work of paraprofessionals and their work with students. Directing the work of paraprofessionals is an important component of an effectively run classroom.

1. The teacher has a number of roles to fulfill in the utilization of the paraprofessional in the classroom. Roles include, but are not limited to:
 - a. Setting an example of professionalism
 - b. Establishing criteria for working in the classroom
 - c. Providing consistent feedback
 - d. Communicating the needs of each student
 - e. Establishing and communicating the behavior intervention plan
 - f. Assessing the student
 - g. Planning instruction
 - h. Implementing the goals and objectives of the IEP
 - i. Evaluating and reporting student progress
 - j. Coordinating and managing information provided to and by others, including parents
 - k. Delegating classroom tasks
 - l. Educating paraprofessionals to use adaptive learning devices
 - m. Orienting the paraprofessional to the classroom, school, and students
2. The teacher's daily responsibilities in directing the paraprofessionals include, but are not limited to:
 - a. Communicating with paraprofessionals, including IEP student meeting updates
 - b. Modeling instructional and behavioral strategies
 - c. Coordinating the work and schedule of the paraprofessional

HEALTH AND SAFETY

A. First Aid

Paraprofessionals should become familiar with the first aid procedures within the school. Paraprofessionals should make sure the teacher is aware of any injury before contacting the school nurse for such accidents or injuries.

B. Infectious Diseases/Bloodborne Pathogens Control Plan

While working with students, paraprofessionals may be exposed to bloodborne pathogens.

1. SafeSchools Online Training System (<http://cecil.md.safeschools.com/login>) is used to provide employees the *Bloodborne Pathogen Exposure Prevention* module. Support service employees must complete the training during the duty day.
2. Vaccines and immunizations should be discussed with the employee's primary care physician.

3. All employees need to follow standard precautions to protect themselves.
4. Standard precautions mean treating everyone's blood and other bodily fluids as infectious at all times.
5. Personal protective equipment such as latex gloves are available from your school administrator and can be used to protect employees from an exposure to bloodborne pathogens.
6. If you have any questions about these policies or what protections you should take based on your assignment, contact your school nurse for additional information.

Reference and Additional Information: Regulation GBE-RB-Staff Health and Safety - Bloodborne Pathogens Control Plan

C. Medications

Paraprofessionals should not administer medication. The school nurse or her designee **MUST VISUALLY SUPERVISE** the taking of medication and record it on the Medication Administration Record (MAR).

Reference and Additional Information: Regulation JHCD-RA -Medication Administration

D. Assisting with Eating

Some students with disabilities require assistance with feeding. This may include: completely feeding, preparing food, and giving minimal physical prompts, or visually monitoring students during meal times. In particular, some students may lack the mouth, head, trunk control, sitting balance, hand function, and eye-hand coordination for adequate feeding skills. Many of these students will have individualized feeding programs in which an occupational therapist, speech pathologist, or school nurse will provide training. The following general guidelines exist for feeding students:

1. Use disposable, non-latex gloves when direct skin contact with saliva is expected.
2. Wash hands before and after feeding the student.
3. Seat the student as upright as possible.
4. Sit at eye level with the student.
5. Talk to the student while feeding. Mealtimes are typically social times. Have a conversation, be pleasant, and do not ignore the student by talking to others. Focus your attention on the student.
6. Tell the student when a bite of food is offered and identify the food item.

E. Toileting

Some students with disabilities require assistance with the restroom. The assistance may include:

1. Changing diapers.
2. Assisting students to and from the toilet.
3. Cleaning the child after toileting.
4. Physically assisting students with pulling pants up or down before and after using the toilet.
5. Visually checking to make sure a student has successfully used the restroom.
6. Reminding the student that it is time to use the restroom.

A school nurse will review any specific diapering and toileting procedures, including proper disposal of diapers and cleansing of changing tables, when a paraprofessional is assigned to a student who requires assistance with toileting. Protective gear should be worn when assisting the student with toileting. **Remember, the dignity of the student must be respected at all times.** Even though this aspect of the paraprofessional's job may be perceived as difficult and unpleasant, it still needs to remain a dignified, personal process for the student.

F. Lifting

Some students have physical needs so significant that an adult must move them from place to place. Lifting, carrying, and transferring children are all potentially dangerous activities. Correctly using adaptive equipment (e.g., wheelchairs, walkers, and standers) is the safest way to move children in school. To safely transfer a student from one piece of adaptive equipment to another, the paraprofessional will receive consultation and training from the physical therapist. If the necessary training has not been received, the paraprofessional should contact the building administrator or building coordinator.

G. Restraining

The Board recognizes that physical restraint or seclusion are prohibited in public agencies unless there is an emergency situation and physical restraint or seclusion is necessary to protect a student or other person from imminent, serious, physical harm and after other less intrusive, nonphysical interventions have failed or determined inappropriate. Under no circumstances should physical restraint or seclusion be used for discipline or staff convenience.

Reference and Additional Information:

Policy JHFAB - Student Behavior Interventions: Physical Restraint and Seclusion

Regulation JHFAB-RA - Student Behavior Interventions: Physical Restraint and Seclusion Parameters

JOB DESCRIPTIONS

INSTRUCTIONAL AND NON INTENSIVE NEEDS SPECIAL EDUCATION PARAPROFESSIONAL

GENERAL PURPOSE OF POSITION

Teachers and paraprofessionals are partners in education working together to provide the best educational experience possible for each child. Paraprofessionals serve under the direction of the teacher to provide instructional, functional, and behavioral support to students. Individual teachers may vary the responsibilities of the paraprofessionals to enhance the program of instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF POSITION

1. Carry out instructional programs designed by the teacher.
2. Assist individual students and groups of students in performing activities developed by teachers.
3. Reinforce learning in small groups or with individuals while the teacher works with other students.
4. Assist the teacher in observing, recording, and charting instructional, functional, and behavioral data.
5. Assist in preparation/production of instructional material during non-instructional time.
6. Work with the teacher to develop classroom schedules.
7. Monitor and assist students in meeting goals and objectives of the Individual Education Plan (IEP) or 504 plan.
8. Assist in the implementation of the behavior intervention plan.
9. Support students during crisis situations such as fire drills, civil defense drills, medical and behavioral emergencies, etc.
10. Provide accommodations for students during instruction and assessment as directed.
11. Participate in school and county professional development opportunities.
12. Perform other duties as assigned.

MINIMUM REQUIREMENTS OF THE POSITION

1. Has a high school diploma or equivalent training.
2. Has good interpersonal communication skills.
3. Has the ability to do essential duties of the position.

Remarks

To be considered for placement in a Title I school, a paraprofessional must meet the requirements to be “Highly Qualified.” AA degree, 48 college credits, or a passing score on the Praxis Paraprofessional Test.

The specific statements shown in each section of this description are not intended to be all inclusive. They represent typical elements and criteria considered necessary to successfully perform the job.

INTENSIVE NEEDS SPECIAL EDUCATION PARAPROFESSIONAL

GENERAL PURPOSE OF POSITION

Teachers and paraprofessionals are partners in education working together to provide the best educational experience possible for each child. Paraprofessionals serve under the direction of the teacher to provide instructional, functional, and behavioral support to students. Individual teachers may vary the responsibilities of the paraprofessionals to enhance the program of instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF POSITION

1. Carry out instructional programs designed by the teacher.
2. Assist individual students and groups of students in performing activities developed by teachers.
3. Reinforce learning in small groups or with individuals while the teacher works with other students.
4. Assist the teacher in observing, recording, and charting instructional, functional, and behavioral data.
5. Assist in preparation/production of instructional material during non-instructional time.
6. Work with the teacher to develop classroom schedules.
7. Support students during crisis situations such as fire drills, civil defense drills, medical and behavioral emergencies, etc.
8. Monitor and assist students in meeting goals and objectives of the Individual Education Plan (IEP) or 504 plan.
9. Provide accommodations for students during instruction and assessment as directed.
10. Assist students in non-instructional self-help skills such as dressing, toileting, personal hygiene, and feeding.
11. Provide physical assistance to students who are non-ambulatory which may include lifting, transferring, and positioning.
12. Assist in the implementation of the behavior intervention plan.
13. Provide guidance in the operation of assistive technology.
14. Participate in school and county professional development opportunities.
15. Perform other duties as assigned.

MINIMUM REQUIREMENTS OF THE POSITION

1. Has a high school diploma or equivalent training.
2. Has good interpersonal communication skills.
3. Has the ability to do essential duties of the position.
4. Has the ability to lift 30-50 pounds.

Remarks

To be considered for placement in a Title I school, a paraprofessional must meet the requirements to be "Highly Qualified:" AA degree, 48 college credits, or a passing score on the Praxis Paraprofessional Test.

The specific statements shown in each section of this description are not intended to be all inclusive. They represent typical elements and criteria considered necessary to successfully perform the job.

MODIFIED INSTRUCTIONAL PROGRAM PARAPROFESSIONAL

GENERAL PURPOSE OF POSITION

Teachers and paraprofessionals are partners in education working together to provide the best educational experience possible for each child. MIP Paraprofessionals serve under the direction of the school administration and teachers to provide short term instructional, functional, and behavioral support to students who have not been successful in the regular classroom setting.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF POSITION

1. Carry out instructional programs designed by the teacher/administrator.
2. Assist individual students and groups of students in performing activities developed by teachers.
3. Assist with the implementation of the behavior intervention plan.
4. Support students during crisis situations such as fire drills, civil defense drills, medical and behavioral emergencies, etc.
5. Provide and track accommodations for students during instruction and assessment as directed.
6. Maintain daily Teacher Accountability Log.
7. Electronically maintain and submit monthly data logs.
8. Participate in school and county professional development opportunities.
9. Perform other duties as assigned.

MINIMUM REQUIREMENTS OF THE POSITION

1. Has a high school diploma or equivalent training.
2. Has good interpersonal communication skills.
3. Has the ability to do essential duties of the position.

Remarks

To be considered for placement in a Title I school, a paraprofessional must meet the requirements to be "Highly Qualified:" AA degree, 48 college credits, or a passing score on the Praxis Paraprofessional Test.

The specific statements shown in each section of this description are not intended to be all inclusive. They represent typical elements and criteria considered necessary to successfully perform the job.

RESOURCES

A. Paraprofessional Orientation Checklist

Questions to ask the teacher(s) when you are new to the job, assignment, or school:

1. What are my regular duties in the classroom and building?
2. What is the classroom schedule?
3. What are the school, classroom, and playground rules?
4. What data will I be responsible for collecting?
5. Who are the students that I will be working with and what are their needs?
6. Where can I go to obtain classroom materials?
7. Where are your instructional supplies kept?
8. What are your expectations of my role with classroom management?
9. When you are teaching what would you like me to do?
10. How do you view the teacher/paraprofessional relationship?

In addition to the questions above, there may be others that you will need answered that are conducive to your new assignment.

B. Professional Development/Training

The special education and administrative staff in the building will work with paraprofessionals to ensure that they receive the proper training to support the student(s) with whom they work. Paraprofessionals will receive extensive training on all instructional platforms, curriculum, resources, and materials necessary to support student learning. If a paraprofessional feels that he or she needs additional training or is not equipped to work with a particular student or group of students, then the paraprofessional should discuss the need for further professional development with a school administrator. There are courses offered throughout the year accessible via the Data Service Center that paraprofessionals may elect to take to further their own professional development, and professional development for paraprofessionals is offered on county-planned professional days.

C. Acronyms

ADA.....	Americans with Disabilities Act
ADD/ADHD.....	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
ALT-MSA	Alternative Maryland Schools Assessment
ATD	Assistive Technology Device
AVID	Advancement Via Individual Determination
BIP	Behavior Intervention Plan
BC.....	Building Coordinator
BSC.....	Behavior Support Classroom
CCSS	Common Core State Standards
CFR.....	Code of Federal Regulations
COMAR.....	Code of Maryland Regulations
CPS.....	Child Protective Services
DSS.....	Department of Social Services
EAA	Extra Adult Assistance
EI.....	Early Intervention
ED.....	Emotional Disability
ESY	Extended School Year
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act

FAPE.....	Free Appropriate Public Education
HRS.....	Health Related Services
IDEA.....	Individuals with Disabilities Education Act
IEE.....	Independent Educational Evaluation
IEP.....	Individualized Education Plan
IEPT.....	Individualized Education Program Team
IFSP.....	Individualized Family Service Plan
IQ.....	Intelligence Quotient
LEA.....	Local Education Agency or School District
LRE.....	Least Restrictive Environment
LSS.....	Local School System
MIP.....	Modified Instruction Program
MSA.....	Maryland Schools Assessment
MSDE.....	Maryland State Department of Education
ORF.....	Oral Reading Fluency
OT.....	Occupational Therapy
PBIS.....	Positive Behavior Intervention System
PT.....	Physical Therapy
PLOP.....	Present Level of Performance
RELA.....	Reading English Language Arts
RTI.....	Response to Intervention
SEA.....	State Education Agency
SEL.....	Social and Emotional Learning
SLD.....	Specific Learning Disability
SLP.....	Speech-Language Pathologist
SRI.....	Scholastic Reading Inventory
SSP.....	Student Success Plan
SST.....	Student Services Team
STEM.....	Science, Technology, Engineering, and Mathematics

D. Definitions

Accommodations

Students may receive accommodations that provide students with disabilities equitable access to instruction and assessments that are aligned to the State Curriculum. Accommodations can be provided in the areas of: Presentation; Response; Setting; and Scheduling.

Achievement Test

Test that measures competency in a particular area of knowledge or skill; measures mastery or acquisition of skills.

Adaptive Development

Development of the child in comparison to other children the same age. This might include: the child’s ability to dress himself, feed himself, toilet training, how he/she plays with other children, how he/she plays alone, understand dangers in crossing the street, or how he/she behaves if mother leaves the room, etc.

Advocate

Someone who takes action to help someone else (as in “educational advocate”); also, to take action on someone’s behalf.

Alternative assessment

Usually means an alternative to a paper and pencil test; refers to non-conventional methods of assessing achievement (e.g., work samples and portfolios).

ALT – MSA

Students who follow alternate outcomes and take an alternate state assessment follow Maryland Curricular Standards. This content, however, may not fully represent grade-level content and may include content which is substantially simplified. These students will earn a certificate of attendance upon completion of their school experience.

Amendment

A change, revision, or addition made to a law or agreement.

Americans with Disabilities Act (ADA)

A federal law that prohibits discrimination against people with disabilities in the areas of employment, public transportation, services provided by state and local government, services and accommodations offered by private businesses, and telecommunication access for people with communication impairments.

Appeal

A written request for a change in a decision; also, to make such a request.

Assessment

A collecting and bringing together of information about a child's needs, which may include social, psychological, and educational evaluations used to determine services; a process using observation, testing, and test analysis to determine an individual's strengths and weaknesses in order to plan his or her educational services.

Assessment Team

A team of people from different backgrounds who observe and test a child to determine his or her strengths and weaknesses.

Asynchronous Learning

Learning that is not live. Learning that can include practice, homework, writing, and/or preparation for class (reading, videos, exploration); as well as formative feedback.

At Risk

A term used with children who have, or could have, problems with their development that may affect later learning.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) Child with ADD or ADHD may be eligible for special education under other health impairment, specific learning disability, and/or emotional disturbance categories if an ADD/ADHD condition adversely affects educational performance.

Assistive Technology Device

Equipment used to maintain or improve the capabilities of a child with a disability.

Audiology

Related service; includes identification, determination of hearing loss, and referral for habilitation of hearing.

Autism

Developmental disability that affects communication and social interaction, adversely affects educational performance, is generally evident before age 3. Children with autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences.

Basic Skills

Skills in subjects like reading, writing, spelling, and mathematics.

Behavior Intervention Plan (BIP)

A BIP includes practical and specific strategies and positive supports designed to increase or reduce certain behaviors.

Building Coordinators (BC)

Provide a leadership role in the Special Education program by directing the referral process, arranging IEP meetings, and coordinating the documentation of special education services. In most cases this person also is your child's Service Coordinator.

Case Manager

An individual who coordinates and facilitates services for a child and family.

Child Find

A state requirement which ensures that all children with disabilities are identified, located, and evaluated, and determines which children are receiving special education and related services.

Code of Maryland Regulations (COMAR)

The Code of Maryland Regulations is a permanent compilation of all Maryland agency regulations. Started in 1977, COMAR is divided into 31 titles, with each title usually corresponding to a department or agency within State government.

Cognitive

A term that describes the process people use for remembering, reasoning, understanding, and using judgment; in special education terms, a cognitive disability refers to difficulty in learning.

Counseling

Advice or help given by someone qualified to give such advice or help.

Deaf-blindness

IDEA disability category; includes hearing and visual impairments that cause severe communication, developmental, and educational problems that adversely affects educational performance.

Deafness

IDEA disability category; impairment in processing information through hearing that adversely affects educational performance.

Developmental Tests

Standardized tests that measure a child's development as it compares to the development of all other children at that age.

Disability

The result of any physical or mental condition that affects or prevents one's ability to develop, achieve, and/or function in an educational setting at a normal rate.

Disability Categories

IDEA disability categories include autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment (e.g., asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome), specific learning disability (e.g., Perceptual Disabilities, Brain Injury, Minimal Brain Dysfunction, Dyslexia, Developmental Aphasia), speech or language impairment, traumatic brain injury, visual impairment (including blindness), and developmental delay.

Early Intervention Services or Programs

Programs or services designed to identify and treat a developmental problem as early as possible.

Early Intervention (EI)

Special education and related services provided to children under age of 5.

Education Records

Personally identifiable information about a student that is maintained by a public agency.

Eligible

Able to qualify.

Emotional Disability (ED)

IDEA disability category; includes depression, fears, anxiety, schizophrenia; adversely affects educational performance.

Exclusion

The removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services, or support.

Extended School Year (ESY)

An individualized extension of specific services beyond the regular school year provided as part of a free appropriate public education.

Extra Adult Assistance

EAA is not considered one to one assistance but extra support when and if needed.

Evaluation (as applied to children from birth through two years of age)

The procedures used to determine if a child is eligible for early intervention services (as applied to preschool and school-aged children); the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

Functional Behavior Assessment (FBA)

FBA is a process for gathering information that can be used to determine why a person is exhibiting unacceptable behavior and what is needed to change the behavior.

Family Education Rights and Privacy Act

Statute about confidentiality and access to education records.

Free Appropriate Public Education [often referred to as FAPE]

One of the key requirements of IDEA which requires that an education program be provided for all school-aged children (regardless of disability) without cost to families; the exact requirements of "appropriate" are not defined, but other references within the law imply the most "normal" setting available.

Functional Skills

Skills needed for independent living, such as domestic skills, consumer skills, working with or managing money, using public transportation, and knowing how to be safe in the community.

General Curriculum

Curriculum adopted by LEA or SEA for all children from preschool through high school.

Health Related Services

Transportation and developmental, corrective, and other support services that a child with disabilities requires in order to benefit from education; examples of related services include: speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling services, interpreters for the hearing impaired, and medical services for diagnostic and evaluation purposes.

Hearing Impairment

IDEA disability category; permanent or fluctuating impairment in hearing that adversely affects educational performance.

Inclusion

Practice of educating children with special needs in regular education classrooms in neighborhood schools. (See also mainstreaming and least restrictive environment.)

Independent Educational Evaluation (IEE)

Assessment procedures conducted by a qualified individual who is not employed by the public agency responsible for the education of the student.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act Amendments of 1997 were signed into law on June 4, 1997. This Act strengthens academic expectations and accountability for the nation's 5.8

million children with disabilities and bridges the gap that has too often existed between what children with disabilities learn and what is required in regular curriculum. (See IDEA'97 website.)

Individualized Education Plan (IEP)

A written education plan for a school-aged child with disabilities developed by a team of professionals (teachers, therapists, etc.) and the child's parents; it is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need. (For children ages birth through 2 years, the IFSP is used.)

Individualized Education Program (IEP) Team

This multidisciplinary team is made up of regular and special education teachers, other professionals, and the parents of the child. The team is responsible for: identifying and evaluating children with disabilities who are in need of special education; developing, reviewing progress on, or revising an IEP; determining the student's placement; and determining when a child is no longer a child with a disability.

Individualized Family Service Plan (IFSP)

A written statement for an infant or toddler (ages birth through 2 years old) developed by a team of people who have worked with the child and the family; the IFSP must describe the child's development levels; family information; major outcomes expected to be achieved for the child and family; the services the child will be receiving; when and where the child will receive these services; and the steps to be taken to support the transition of the child to another program. The IFSP will also list the name of the service coordinator assigned to the child and his or her family.

Infants & Toddlers Program

This is the early intervention amendments to IDEA. It is the statewide program that requires services for children from birth to three years of age, including an individualized family service plan (IFSP) and case management services. Each county administers this program differently.

Intellectual Disability

IDEA disability category; refers to significantly sub-average general intellectual functioning with deficits in adaptive behavior that adversely affects educational performance.

Intelligence Tests

Tests that measure aptitude or intellectual capacities (examples: Wechsler Intelligence Scale for Children (WISC-IV) and Stanford-Binet (SB:IV)).

Intelligence Quotient (IQ)

Score achieved on an intelligence test that identifies learning potential.

Lead Agency

The agency (office) within a state or territory in charge of overseeing and coordinating service systems for children.

Learning Disability

See specific learning disability (SLD).

Least Restrictive Environment (LRE)

An educational setting or program that provides a student with disabilities with the chance to work and learn to the best of his or her ability; it also provides the student as much contact as possible with children without disabilities, while meeting all of the child's learning needs and physical requirements.

Local School System (LSS) (sometimes referred to as LEA - Local Education Agency)

Any of the 24 public, local school systems in Maryland responsible for educating your child.

Mainstreaming

Practice of placing special needs children in regular classrooms for at least a part of the children's educational program. (See also least restrictive environment and inclusion.)

Manifestation Determination

Decision whether inappropriate and/or dangerous behavior is understood by the child and whether the child can control that behavior. A manifestation determination may be required after a student has been removed from school as a disciplinary action.

Maryland State Department of Education (MSDE)

The state agency that is responsible for monitoring local education agencies and for making sure that these agencies follow state and federal laws.

Modifications

Student requires and receives modified academic achievement standards aligned with the state curriculum. Content may be modified to the testing assessment limits. Students who have modifications written in their IEP are earning a diploma.

Multiple Disabilities

IDEA disability category; concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.) that cause such severe educational problems that problems cannot be accommodated in special education programs solely for one of the impairments; does not include deaf-blindness.

Native Language

Language normally used by the child's parents.

Occupational Therapy (OT)

A therapy or treatment provided by an occupational therapist that helps individual developmental or physical skills that will aid in daily living. It focuses on sensory integration, coordination of movement, and fine motor and self-help skills, such as dressing, eating with a fork and spoon, etc.

Orthopedic Impairment

Disability category under IDEA; orthopedic impairment that adversely affects child's educational performance.

Other health impairment

IDEA disability category; refers to limited strength, vitality, or alertness due to chronic or acute health problems that adversely affect educational performance.

Physical Therapy (PT)

Treatment of physical disabilities provided by a trained physical therapist (under doctor's orders) that includes the use of massage, exercise, etc., to help the student improve the use of bones, muscles, joints, and nerves.

Placement

The classroom, program, service, and/or therapy that is selected for a student with special needs.

Present Level of Performance (PLOP)

PLOP as applied to the goals and objectives in an IEP.

Portfolio

A collection of work that shows progress and learning; can be designed to assess progress, learning, effort, and/or achievement.

Psychological Services

Related service; includes administering psychological and educational tests, interpreting test results, interpreting child behavior related to learning.

Psychologists

Individuals who provide testing and consultation services for students who are referred for evaluation. They meet with the IEP Team, explain testing results, and make recommendations for a student's placement and program.

Reasonable Accommodation

Adoption of an accommodation that can be accomplished without undue administrative or financial burden.

Related Services

Transportation and such developmental, corrective, and other supportive services as may be required to assist a student with a disability to benefit from special education. Related services include: speech-language pathology; audiology; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; medical service for diagnostic or evaluation purposes; school health services, including school nursing services; social work services in schools; and parent counseling and training. Related services do not include: a surgically implanted medical device; the optimization of the device's functioning; maintenance of the device; or replacement of the device.

Screening

Screening is the process of reviewing a child's situation to see if he or she may be disabled and in need of special education.

State Education Agency (SEA)

The Maryland State Department of Education is the state education agency.

Section 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that a child with a disability has equal access to an education. The child may receive accommodations and modifications. Unlike the Individuals with Disabilities Education Act (IDEA), Section 504 does not require the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provides the child with educational benefit. Under Section 504, fewer procedural safeguards are available to children with disabilities and their parents than under IDEA. 504 Plans can be discussed with the school guidance counselor.

Service Coordinator

Someone who acts as a coordinator of a child's services, working in partnership with the family and providers of special programs.

Special Education Programs/Services

Programs, services, or specially designed instruction (offered at no cost to families) for children with special needs who are found eligible for such services; these include special learning methods or materials in the regular classroom, and special classes and programs if the learning or physical problems indicate this type of program is needed.

Special Needs (as in "special needs" child)

A term to describe a child who has disabilities or who is at risk of developing disabilities and who, therefore, requires special services or treatment in order to progress.

Specially Designed Instruction

The adaptation of content, methodology, or delivery of instruction to address the unique needs of a student with a disability to ensure access to the general curriculum so that the student can meet the educational standards that apply to each student within the jurisdiction of the public agency.

Specific Learning Disability (SLD)

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, consistent with department criteria. SLD includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. SLD does not include students who have learning problems which are primarily the result of visual, hearing, or motor impairments; mental retardation, emotional disturbance; or environmental, cultural, or economic disadvantage.

Speech-Language Impairment

A communication disorder such as stuttering, impaired articulation, voice impairment, or language impairment that adversely affects a student's educational performance.

Speech-Language Pathology Services (SLP)

A service which includes identification of students with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, students, and teachers regarding speech and language impairments.

Supplementary Aids and Services

Aids and services and other supports that are provided in regular education classes, other education-related settings, and extracurricular and nonacademic settings to enable a student with a disability to be educated with students without disabilities to the maximum extent appropriate.

Synchronous Learning

Active teaching in whole or small groups; real-time communication, including providing informal feedback.

Transition Services

IEP requirement; designed to facilitate the student's movement from school to the workplace or to higher education.

Transportation

Services which include travel to and from school and between schools; travel in and around school buildings; and specialized equipment, such as special or adapted buses, lifts, and ramps, if required to provide special transportation for a student with a disability.

Traumatic Brain Injury

IDEA disability category; includes acquired injury caused by external physical force and open or closed head injuries that result in impairments; does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma.

Visual Impairment Including Blindness

IDEA disability category; impaired vision that adversely affects educational performance.

E. Useful Phone Numbers

Elementary Schools

Bainbridge Elementary.....	410-996-6030
Bay View Elementary.....	410-996-6230
Calvert Elementary.....	410-658-5335
Cecil Manor Elementary.....	410-996-5090
Cecilton Elementary.....	410-275-1000
Charlestown Elementary.....	410-996-6240
Chesapeake City Elementary.....	410-885-2085
Conowingo Elementary.....	410-996-6040
Elk Neck Elementary.....	410-996-5030
Gilpin Manor Elementary.....	410-996-5040
Holly Hall Elementary.....	410-996-5050
Kenmore Elementary.....	410-996-5060
Leeds Elementary.....	410-996-5070
North East Elementary.....	410-996-6220
Perryville Elementary.....	410-642-6540
Rising Sun Elementary.....	410-658-5925
Thomson Estates Elementary.....	410-996-5080

Middle Schools

Bohemia Manor Middle	410-885-2095
Cherry Hill Middle.....	410-996-5020
Elkton Middle	410-996-5010
North East Middle.....	410-996-6210
Perryville Middle	410-996-6010
Rising Sun Middle.....	410-658-5535

High Schools

Bohemia Manor High	410-885-2075
Elkton High.....	410-996-5000
North East High	410-996-6200
Perryville High.....	410-996-6000
Rising Sun High	410-658-9115
Cecil County School of Technology	410-392-8879

Other Useful Numbers

AESOP.....	800-942-3767
George Washington Carver Center (Switchboard).....	410-996-5400
Human Resources.....	410-996-5555
Payroll Department	410-996-5417

F. School Online Resources

1. Cecil County Public Schools Home Page..... <http://www.ccps.org/>
2. Human Resources
2. <https://www.ccps.org/domain/134>
humanresources@ccps.org
3. Benefits
3. <https://www.ccps.org/Page/459>
4. Employee Self-Serve
4. <https://ccps.munisselfservice.org>
5. Payroll
5. <https://www.ccps.org/Page/272>
payroll@ccps.org
6. Special Education.....
6. <https://www.ccps.org/domain/53>
7. Lincoln Financial.....
7. <https://www.lfg.com/public/individual>
8. Credit Union
8. <http://www.ccsefcu.org/>

G. Paraprofessional Online Resources

1. AVID
1. <https://www.avid.org/resources>
2. Diapering Guidelines
 - CCPS Toileting Protols
<https://drive.google.com/file/d/1cF9PGjwBDBZshbf-nQGYWU0rHtwfa5VS/view?usp=sharing>
 - Maryland State Department of Education- Office of Child Care Procedure for Diapering a Child
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/diapproc_aug11.pdf
 - Centers for Disease Control and Prevention Safe and Healthy Diapering
<https://www.cdc.gov/healthywater/pdf/hygiene/Diapering-procedures-childcare-508c.pdf>
3. PBIS
 - Laura Mooiman post: *Student Misbehavior in Distance Learning and What We Can Do About It*
<https://www.lauramooiman.com/post/student-misbehavior-in-distance-learning-and-what-we-can-do-about-it>

- Overview of positive feedback and encouragement handout
https://drive.google.com/file/d/1vLMGdoSmcrbvCeWLG1fK_pvUpSMDvxZ/view
- Florida PBIS Educators Series: Responding to Appropriate Behavior Handout
https://drive.google.com/file/d/1C7qW11FKgXZyf-1FHBN_55MS8c3dZF_q/view
- Florida PBIS Tips
<https://drive.google.com/file/d/1McZ9QX-Lj4h8yb4OUacxLeCdiNBbeIGi/view>

4. Positive Social Interactions .. Provide link to resources (Prior PD)

- Promoting Positive Social Interactions
https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_8.pdf
- Using Environmental Strategies to Promote Positive Social Interactions
<http://csefel.vanderbilt.edu/briefs/wwb6.pdf>
- Building Bridges
<https://www.inclusiveschooling.com/wp-content/uploads/articles/Causton-Bridges.pdf>

H. CCPS Online Resources

1. Cecil County Public Schools App.....<https://www.ccps.org/domain/1967>
2. Cecil County Public Schools Facebook<https://www.facebook.com/CCPSMD/>
3. Cecil County Public Schools Twitter.....<https://twitter.com/CCPSMD>
4. Cecil County Public Schools Instagram.....<https://www.instagram.com/ccpsmd/>
5. Paraprofessional Handbook<https://www.ccps.org/Page/334>
6. CESA Negotiated Agreement.....<https://www.ccps.org/Page/430>

