

CHAPTER 9: PERSONNEL DEVELOPMENT STANDARDS

Revised 2/3/2017

T a b l e o f C o n t e n t s

	Date of Last Revision	Page
Chapter 9: Personnel Development Standards		1
Staff Development Programs and Structure Introduction	New 3/08	2
Documentation Links:		3
GCED Staff Development Training Agendas	New 3/08	4
GCED Procedures for Determining Teacher Workload Staffing Needs	New 3/08	8
GCED Workload Analysis Form	New 3/08	9
Guidelines for Recommendations for Special Education Paraprofessionals	Revised 8/99	10
Process for Identifying Paraprofessional Time	Revised 1/07	11
Student Schedule	Revised 1/07	12
Summary of Students' Schedules	Revised 1/07	13
Summary of Teacher Schedule	New 12/01	14
Student Observation Form for Determining Paraprofessional Support	New 10/01	15
Instructional Assistant Performance Appraisal Tally Sheet	Revised 10/02	16
Instructional Assistant Performance Appraisal	Revised 10/02	18
Job Description: Special Education Teaching Assistant	New 7/02	20
Position Statement Regarding Use of Personal Care Attendants (PCA), Nurses and Other Service Providers in GCED Schools	Revised 8/02	22
Related Services Role Descriptions	New 9/99	23
Staff Development In-Service Needs Assessment	New 3/08	25
Training Program for Paraprofessionals: The Paraeducator Learning Network at www.paraeducator.net		

Start Chapter

Total Special Education System Manual Chapter Links

Chapter 1 Identification System Standards	Chapter 2 Referral Standards	Chapter 3 Evaluation and Reevaluation Standards	Chapter 4 IEP/IFSP Planning Standards	Chapter 5 Instructional Delivery of Program Standards	Chapter 6 Staffing Standards
Chapter 7 Facilities Standards	Chapter 8 Due Process Procedural Safeguards/Parental Involvement Considerations	Chapter 9 Personnel Development Standards	Chapter 10 Interagency and Community Relations Standards	Chapter 11 Transportation Standards	Chapter 12 Coordination With Other Educational Programs Standards
Chapter 13 Fiscal Resources and Reporting Standards	Chapter 14 Governance Standards	Chapter 15 Discipline Considerations for Students with Disabilities	Appendix A Conservatorship and Guardianship	Appendix B English Language Learners	Appendix C Response to Intervention (RTI)

STAFF DEVELOPMENT PROGRAM & PROGRAM STRUCTURE**INTRODUCTION**

The purpose of the Special Education personnel development is to establish a staff development program and structure to carry out planning for pre-service and in-service training and supports to improve learning for students with disabilities.

The Education District will have a Staff Development Committee to develop a yearly staff development plan to meet the training needs of staff who serve students with disabilities.

Staff development activities must:

- Focus on classroom research-based strategies that improve student learning.
- Provide opportunities for staff to practice and improve skills over time.
- Provide opportunities for staff to maintain and use student data to increase student achievement.
- Enhance teacher knowledge of content and instructional skills.
- Align with state and local academic standards.
- Provide opportunities to build professional relationships, foster collaboration with principals and staff and provide opportunities for teacher mentoring.
- Provide opportunities for teachers to integrate technology into curricula and instruction to improve teaching, learning and technology literacy.
- Use a needs assessment completed by all stakeholders (school staff and parents) to plan activities to address the needs of students with disabilities.
- Align with the plan of the district or site for an alternative teacher performance pay system.
- Provide training on an interdisciplinary basis, when appropriate and include other service providers when appropriate.
- Include understanding of disability related issues, early intervention services, and meeting the interrelated social/emotional, health, development and educational needs of students with disabilities.
- Assist families in enhancing the development of their children with disabilities.

Each member district within GCED has a policy and an Advisory Staff Development Committee whose responsibility it is to develop a staff development plan for improving student achievement. The districts' plans include ongoing staff development activities that contribute toward continuous improvement and achievement in meeting the following goals:

- (1) improve student achievement of state and local education standards in all areas of the curriculum by using research-based and best practices methods;
- (2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

- (5) effectively teach and model violence prevention and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
- (6) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

The member districts use a variety of methods to provide yearly training to school staff, contracted personnel and volunteers who work with students with disabilities. Training in the area of mandated reporting and the use of restrictive procedures is also done annually. The training encourages the use of positive approaches when working with students with challenging behaviors, provides awareness of regulated procedures – how to limit, avoid abuse as well as cautions. Prior to the use of a restrictive procedure, staff are not allowed to initiate a restrictive procedure with students with disabilities until they have received instruction from highly skilled staff and meets all of the documentation requirements of state law. Data privacy and confidentiality training provides training on collecting and using personally identifiable information.

DOCUMENTATION

- District Personnel Development Policies (filed in each district)
- Data Privacy, Confidentiality, Restrictive Procedures, and Mandated Reporter Trainings (copies in the GCED office)
- District Personnel Development Policies (filed in individual district offices)
- Staff Development Request Form (filed in individual districts)
- **GCED Staff Development Training Agendas**
- **GCED Procedures for Determining Teacher Workload Staffing Needs**
- **GCED Workload Analysis Forms**
- **Guidelines for Recommendations for Special Education Paraprofessionals**
- **Process for Identifying Paraprofessional Time**
- **Student Schedule**
- **Summary of Students' Schedules**
- **Summary of Teacher Schedule**
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- **Related Services Role Descriptions**
- **Staff Development In-Service Need Assessment**
- **Training Program for Paraprofessionals, The Paraeducator Learning Network at www.paraeducator.net**

GCED STAFF DEVELOPMENT TRAINING AGENDAS

**Goodhue County Education District
Comprehensive Training Record (Beginning Spring 2005 – Present)**

Autism Spectrum Disorder (ASD)

Date	Title/Description	Target Audience

Crisis Prevention Institute (CPI) Training		
Date	Title/Description	Target Audience
Data Collection		
Date	Title/Description	Target Audience
Disability Specific Training		
Date	Title/Description	Target Audience
Early Childhood		
Date	Title/Description	Target Audience
Literacy		
Date	Title/Description	Target Audience
MTAS Training		
Date	Title/Description	Target Audience
		
Date	Title/Description	Target Audience

Paraprofessional Training		
Date	Title/Description	Target Audience
Positive Behavior Intervention and Supports (PBIS)/Response to Intervention (RtI)		
Date	Title/Description	Target Audience
Transition		
Date	Title/Description	Target Audience

Miscellaneous Training		
Date	Title/Description	Target Audience

GCED PROCEDURES FOR DETERMINING TEACHER WORKLOAD AND STAFFING NEEDS

GCED uses the workload analysis model to determine the staffing levels needed to provide a Free and Appropriate Public Education (FAPE) to students with disabilities and increase the retention of special education teachers by evaluating their work environment.

Since the number of students for whom a special education teacher manages IEPs does not provide a true picture of workload (intensity of the work), the workload analysis model is used to determine the reasonableness of a teacher's workload. There are fundamental assumptions regarding reasonableness that requires time for the following functions: duty free lunch, evaluations, due process paperwork and meetings. The workload model incorporates these functions.

Components of the Workload Analysis Model

The basis model is:

$$\text{Contact minutes} + \text{Minutes} + \text{IEPs Managed} = \text{Workload}$$

Rather than recommend a maximum caseload based on the student's disability, number of IEPs managed, or levels of service, the *workload analysis model* is based on the severity of student need or the time required to meet the identified needs of the students related to his or her disability. This kind of analysis will allow a district to plan accordingly. It is essential that any method for determining workload be responsive to the circumstances of individual special education teachers and the students with IEPs for whom the teacher is responsible. In so doing, this model is responsive to the needs of school district and to individual special education teachers.

An effective *workload analysis model* identifies excessive workload when it occurs. The approach described below provides a model for workload analysis that contributes to an increased ability to meet the needs of students by special education teachers and will result in increased job satisfaction. The six quantifiable elements found in below are incorporated into the model for workload analysis.

The six elements are:

- ↳ Specially Designed Instruction
- ↳ Evaluations and Re-Evaluations
- ↳ Due Process Procedures and IEP Management Responsibilities
- ↳ Preparation Time
- ↳ Directing the Work of Paraprofessionals
- ↳ Other Assignments

A district's target range of 12-16 for elementary age students, for example, would remain the same in this model. However, target ranges need to be thought of as workload rather than caseload ranges. That is, the number of students served by will not necessarily match the number in the range. The number resulting from use of the model represents the teacher's workload. That number should fall into the target range.

**GUIDELINES TO BE USED BY SPECIAL EDUCATION TEAMS WHEN
CONSIDERING RECOMMENDATION TO HIRE SPECIAL EDUCATION
PARAPROFESSIONALS**

1. Paraprofessionals are hired on the basis of need. Unless the information and data is significantly conclusive, the team should design a trial placement without an assistant. Observations should be made and data collected during this time to document need for an assistant.
2. Document attempts to resolve the problem first before considering an assistant; use consultants, schedule changes, curriculum and equipment modifications.
3. Complete assessments to identify student's strengths and needs. Include all appropriate disciplines. Do not rely on recommendations of outside agencies alone.
4. Include all the team members in a review of the assessments and the decision-making process.
5. The team should specify the exact role, duties, and activities of the assistant and include them in the "adaptations in general and special education" section of the IEP.
6. A student without an IEP cannot be assigned a paraprofessional paid through special education funds. Nor can paraprofessional time spent in general education activities be reimbursed through special education funds (e.g., lunch room duty, study halls, recess, etc.). Salaries must be prorated to allow for other duties.
7. Specify the assistant's supervisor and the teacher who will direct the work. Also specify the nature and frequency of contact between the assistant and teacher. Establish an evaluation policy and procedure.
8. Consider at each staffing:
 - A. Does the paraprofessional need to be with student during all parts of day for all activities and in all environments? Designate environments and activities for student's independent functioning and assign paraprofessional other classroom/school duties, breaks, lunches, etc.
 - B. Will/Is the student becoming dependent on paraprofessional? Does this conflict with goal of becoming independent? Plan for ways to decrease dependence.
 - C. What is the target date for the student to function independently without the support of a paraprofessional?

Questions to ask:

1. What specific tasks(s) does the student need help with?
2. How frequently do they occur?
3. Is there already someone in the building that can accomplish the task?
4. What tasks should the student be trained to do independently?
5. How should that training occur?
6. Can help be given by another student?

PROCESS FOR SCHEDULING/IDENTIFYING PARAPROFESSIONAL TIME

By completing this process you will have objective data indicating the number of hours each child needs support, the total number of paraprofessional hours your program requires, where the support is being delivered, and the distribution of hours during the day (times where more support is needed).

1. Identify the students currently receiving or who need paraprofessional support. Make sure that the need is documented on the student's individual education plan.
2. Identify the specific tasks or activities for which the student needs para support. This should also be documented on the plan.
3. Obtain copies of the students' schedules (ask the teachers for specific activities when possible; i.e., story, calendar, centers).
4. Place students' schedules on the Summary of Students' Schedules Grid so that all schedules can be seen at the same time.
 - a. use 15 minute increments for elementary, and class periods for secondary students
 - b. group students by classroom, grade level (elementary) or schedule (secondary); this makes it easier to see if students can be paired for support
 - c. write in activities and classes including specials (art, music, phy. ed., computer, media, lunch, recess, snack, special education services)
 - d. document student arrival and departure time
5. Use a highlighter to color code the times the student requires ongoing paraprofessional support.
6. Count down each column (vertical) to determine the amount of paraprofessional time each child needs.
7. Count across each column (horizontal) to determine the total number of paraprofessionals needed for each 15 minute increment/class period. Determine if there is a possibility of pairing students for support by reviewing the schedule to determine if students are in the same classroom and involved in the same activity/lesson.
8. Compare the needed amount of time to the current amount available.
9. Schedule paraprofessional start and end hours based on the distribution of time needed.
10. Reminder: You might need to complete a Summary of Student's Schedules for each day in the rotation schedule.

STUDENT SCHEDULE

Student _____ Grade _____ Date _____

Please fill in the class/subject for each 15 minute block. If a paraprofessional is required during that block of time, color code by highlighting the block.

	Day 1	Day2	Day3	Day 4	Day 5
8:00-8:15					
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
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12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					

Copies: IEP File
Principal
Special Education Coordinator

SUMMARY OF STUDENTS' SCHEDULES

Day _____

Teacher Name												No. of people needed
Student Name												
& Grade												
8:00												
8:15												
8:30												
8:45												
9:00												
9:15												
9:30												
9:45												
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1:00												
1:15												
1:30												
1:45												
2:00												
2:15												
2:30												
2:45												
Total Para Time Needed Per Child												

SUMMARY OF TEACHER SCHEDULE

Teacher _____ Date _____

Please fill in the class/subject for each half-hour block along with indicating the students you work with for each block below.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					

STUDENT OBSERVATION FORM FOR DETERMINING PARAPROFESSIONAL SUPPORT

Student's Name _____ Grade _____ School _____

Case Manager _____ Disability Area _____ Date _____

<p>1. Is there a safety concern for self or others? Please describe.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Yes No</p>
<p>2. Does the student require continual teacher prompts:</p> <ul style="list-style-type: none"> • during instruction • after instruction (e.g., during independent work) • to remain on task • for disruptive behavior 	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>3. Does the student require assistance with basic functional skills?</p> <ul style="list-style-type: none"> • toileting • mobility • feeding • dressing • following basic safety rules 	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>4. Is the student's performance consistent with his or her aptitude?</p>	<p>Yes No</p>
<p>5. Do his or her peers include the student in classroom activities? Is the student receptive to peer tutoring and support?</p>	<p>Yes No</p> <p>Yes No</p>
<p>6. Is the student currently receiving specialized small or individualized group instruction in specific Please describe.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Yes No</p>
<p>7. Are there times when the student can work independently? Please describe.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Yes No</p>

Comments:

Date of Review: _____

Observer: _____

INSTRUCTIONAL ASSISTANT PERFORMANCE APPRAISAL TALLY SHEET

D= Direct Supervisor SA= Self-Appraisal C= Classroom Teacher SE= Special Education Teacher

Performance Checklist	NA	Above Expectations	Meets Expectations	Below Expectations
Report Interpersonal Skills				
1. Communicates in an agreeable, tactful manner.				
2. Friendly.				
3. Cooperative.				
4. Respects co-workers.				
5. Takes directions well/follows directions.				
6. Uses good listening skills.				
Comments				
Personal Characteristics/Professionalism				
B. Shows initiative (self motivated, proceeds voluntarily).				
C. Shows interest in job.				
D. Shows enthusiasm.				
E. Shows sensitivity to individual diversity and needs of students and their families.				
F. Carries out responsibilities in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.				
G. Gives adequate notice of absence.				
H. Displays neatness and appropriateness of dress.				
I. Uses effective problem-solving and conflict management techniques.				
J. Maintains data privacy and confidentiality.				
K. Demonstrates punctuality.				
L. Takes part in training/in-service opportunities.				
M. Uses proper channels in communication with parents (boundary issues).				
N. Offers suggestions for the improvement of the program and system.				
Comments				
Performance				
1. Asks for clarification when needed.				
2. Shows encouragement and support toward students/parents.				
3. Contributes to team effort.				
4. Monitors and adjusts strategies, equipment and materials, under direction of a professional.				
5. Accesses subject information when necessary to be prepared.				
6. Demonstrates effective strategies for management of student behavior.				
7. Collects and provides objective, accurate information to professionals.				
8. Adapts to individual classroom climate.				
9. Offers appropriate level of assistance to students to promote learner independence.				
10. Makes productive use of time.				
11. Performs responsibilities in the job description.				
12. Shows proficiency in academic skills (oral and written).				
Comments				

Name _____ Current Position _____

Conference Date _____ Direct Supervisor _____

Strength(s) (from checklist)
Area(s) for Improvement (from checklist)
Comments from Instructional Assistant
Overall Comments from Supervisor
Goals for Improvement

Signature of Instructional Assistant: _____

Signature of Supervising Teacher: _____

Signature of Principal: _____

INSTRUCTIONAL ASSISTANT PERFORMANCE APPRAISAL

	Self Appraisal				Direct Supervisor			Teacher				
	NA	Above Expectations	Meets Expectations	Below Expectations	NA	Above Expectations	Meets Expectations	Below Expectations	NA	Above Expectations	Meets Expectations	Below Expectations
Name of Person Completing Form: _____ • Instructional Assistant: _____ • Direct Supervisor _____ • Teacher _____ • Date: _____												

Performance Checklist

Rapport Interpersonal Skills

1. Communicates in an agreeable, tactful manner.												
2. Friendly.												
3. Cooperative.												
4. Respects co-workers.												
5. Takes directions well/follows directions.												
6. Uses good listening skills.												

Comments

Personal Characteristics/Professionalism

1. Shows initiative (self motivated, proceeds voluntarily).												
2. Shows interest in job.												
3. Shows enthusiasm.												
4. Shows sensitivity to individual diversity and needs of students and their families.												
5. Carries out responsibilities in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.												
6. Gives adequate notice of absence.												
7. Displays neatness and appropriateness of dress.												
8. Uses effective problem-solving and conflict management techniques.												
9. Maintains data privacy and confidentiality.												
10. Demonstrates punctuality.												
11. Takes part in training/in-service opportunities.												
12. Uses proper channels in communication with parents (boundary issues).												
13. Offers suggestions for the improvement of the program and system.												

Comments

Performance

1. Asks for clarification when needed.												
2. Shows encouragement and support toward students/parents.												
3. Contributes to team effort.												
4. Monitors and adjusts strategies, equipment and materials, under direction of a professional.												
5. Accesses subject information when necessary to be prepared.												
6. Demonstrates effective strategies for management of student behavior.												
7. Collects and provides objective, accurate information to professionals.												
8. Adapts to individual classroom climate.												
9. Offers appropriate level of assistance to students to promote learner independence.												
10. Makes productive use of time.												
11. Performs responsibilities in the job description.												
12. Shows proficiency in academic skills (oral and written).												

Comments

Strength(s) (from checklist)
Area(s) for Improvement (from checklist)
Comments from Instructional Assistant
Overall Comments from Supervisor
Goals for Improvement

Signature of Instructional Assistant: _____

Signature of Supervising Teacher: _____

Signature of Principal: _____

SAMPLE JOB DESCRIPTION: SPECIAL EDUCATION PARAPROFESSIONAL

Title: Special Education Paraprofessional

- Qualifications:**
1. High School diploma required. Additional post secondary training relevant to children/adolescents/young adults preferred.
 2. Flexibility to work with different situations, one-to-one, small and large groups, multiple settings.
 3. Tactful and effective with teachers, as well as students with disabilities and their families.
 4. Acceptance of students' disabilities and limitations.
 5. Ability to cope with change at short notice and with mental and emotional stress of the position.
 6. Must be able to lift, pull and move a minimum of 50 pounds.
 7. Good language, math and reading skills.
 8. Skilled in use of computer (word processing).
 9. Adaptability for directed and independent work.
 10. Accepts direction from supervising teacher(s).

Reports To: Building Principal/Supervising Teacher(s)

Job Goal: To assist special education staff and students with activities related to program and/or individual goals and objectives.

Performance Responsibilities:

Performance responsibilities under the direction and supervision of a licensed special or regular education teacher.

1. Assist students with special needs in classrooms, the community, and at job sites (e.g., instruction in basic skills, social skills, self-help skills, learning strategies assignments and tests).
2. Supervise special education students to ensure student safety.
3. Assist in the collection and preparation of special education materials and equipment, as well as supervise their safe and proper use.
4. Assist with collection and monitoring of student progress data.
5. Perform clerical responsibilities (e.g., charting, duplicating, filing, data processing, due process forms completion mailings, communication).
6. Implement behavior plans (e.g., contracts, interventions and BIPs).
7. Participate in conferences beyond the regular work day, when requested.
8. Maintain student and family data privacy and confidentiality.
9. Provide assistance with student's physical and daily living needs as necessary with instruction and guidance to develop student's independence (e.g., physical activities, feeding, **toileting, diapering** and personal hygiene).

10. Participate in staff development activities as requested.
11. May be subject to hostile and emotionally upset students and family members.
12. May be required to lift up to 50 pounds or move quickly to contain a student.
13. Perform other special education related duties and responsibilities as directed by the principal and/or the supervising teacher(s).

Performance Review: Evaluation by building principal and/or supervising special education teacher in accordance with district policy.

I have read the above job description and have had my questions answered. I understand that the physical job requirements listed in my job description are part of the essential functions of the job, which I have been offered. If I am unable to perform any of these physical requirements now or at any time during my employment, I will notify the building principal.

Employee Signature

Date

**POSITION STATEMENT REGARDING USE OF
PERSONAL CARE ATTENDANTS (PCA), NURSES AND OTHER SERVICE
PROVIDERS IN GCED SCHOOLS**

Goodhue County Education District Districts wish to ensure the health, safety and well being of all its students including students with disabilities. Consistent with ensuring this result, employment of staff assigned to the supervision of member district students, shall be the responsibility of the individual member districts. Paraprofessionals/nurses and other service providers employed by the individual school district members shall be directed and under the supervision of a licensed teacher and subject to supervision by the individual school districts' administrative personnel pursuant to each school district's personnel policies.

Individuals providing services to students must be duly employed pursuant to the policies, practices and procedures of the respective member district.

Furthermore, paraprofessionals/nurses already employed by a member district that accepts a position as a PCA/nurse for a student he/she is presently assigned to as a school employee, may be reassigned to another student(s).

It is the position of the GCED Districts that the individual school districts are required to employ, train and supervise all personnel assigned to meet the educational, health, and safety needs of all school district students, including but not limited to those served by IEPs, IIPs, IFSP and 504 Plans.

RELATED SERVICES ROLE DESCRIPTIONS

A related service is provided for students after a team documents that without this service the student will not profit/is not profiting from the primary special education service. The primary special education service(s) will be insufficient for the students to meet his/her IEP goals and objectives. If the IEP team determines that a related or support services are necessary, the basis for this conclusion must be documented in the student's IEP and the related service must be directly linked to the student's IEP goals and objectives.

Registered Occupational Therapist (OTR)

Occupational therapists act as team members in the evaluation, plan development and program implementation process. Occupational therapists provide consultative services and program recommendations to parents, teachers and administrator regarding appropriate IEP/IFSP goals in the areas of fine and gross motor, perceptual motor, self-help skills and the use of adaptive equipment. Technical assistance is also provided on building accessibility for handicapped students. Occupational therapists also provide inservice training in the following areas:

- a. Range of motion
- b. Positioning
- c. Motor development
- d. Self-care (e.g., feeding, dressing, grooming, mobility, and sensory processing/stimulation/development)

Certified Occupational Therapy Assistant (COTA)

Under the direction and supervision of a registered occupational therapist, the COTA participates in team evaluations and program planning. Direct service is provided in the following goal areas:

1. Range of motion
2. Positioning
3. Motor development (e.g., perceptual motor/eye hand coordination)
4. Self-care (e.g., feeding, dressing, grooming, mobility)
5. Sensory processing/stimulation/awareness/development

COTAs also provide technical assistance and demonstration teaching to parents and teachers and assist teachers in adapting equipment and materials to meet student needs.

Registered Physical Therapist (PTR)

Physical therapists perform standardized or observational assessments related to gross motor skills and assist teams in developing appropriate educational plans for students. The physical therapist also assists teams in monitoring student progress of goals and annual goal development. Most services provided by physical therapists are consultative to special education teachers, paraprofessionals, DAPE teachers, and parents and include the areas of: range of motion, strengthening, facilitation of developmental motor skills, gait training, transfer training, sensory motor processing, positioning and wheelchair mobility skills. The physical therapist also monitors student equipment for fit and safety. The physical therapist also provides information to school staff regarding transportation safety and emergency evacuation.

Developmental Adaptive Physical Education

Developmental Adaptive Physical Education (D/APE) teachers provide direct and indirect services to students who require adaptations to the regular physical education curriculum. These services are often provided through consultation with physical education teachers, which include ideas for adaptations and goals for students. Students must meet eligibility criteria in a disability area to qualify for D/APE services. D/APE teachers provide students with lifetime skills, fundamental motor skills, sport skills and fitness. Services from D/APE teachers are often in conjunction with other related services partners, such as physical therapists (PT), occupational therapists (OT), physical and other health impaired (POHI) teachers, special education case managers and school nurses.

Educational Audiologist

The educational audiologist provides services to students who are deaf and/or hard of hearing (D/HH). Priority services include assisting school personnel to insure that students who are D/HH have optimal amplification and a good acoustic environment in the classroom. The audiologist evaluates hearing status to determine eligibility for services, consults with school personnel regarding the effects of the hearing loss, recommends remediation strategies for students with fluctuating hearing loss, consults with medical personnel, inservices staff, completes classroom acoustic analysis and monitors students hearing aids and auditory trainers. Audiologist also provides services to the “at risk” student population (e.g., early childhood special education, speech and language and Down Syndrome).

Speech and Language Pathologists

Speech and language pathologists act both as direct, stand-alone service providers as well as related service providers. Speech and language services include evaluation, program development and planning for students with speech and language disabilities. Related services in the area of speech and language usually include consultative and direct services in speech and language development, as well as services in specific speech, language and hearing problems.

School Social Workers

School social workers help students resolve problems that interfere with adjustment to school and ability to have a successful educational experience. As a team member, social workers provide the following kinds of services: investigate neglect and abuse of children and provide advocacy services for abuse victims; consult and collaborate with school personnel in gathering and providing information on a case; and assist in the establishment and planning of respective roles in the modification of a student’s behavior. School social workers often provide parents with the knowledge regarding access to appropriate resources and understanding children’s needs. Social skill training, group and individual counseling may also be part of the services available to students.

School Psychologists

The school psychologist’s role is to assist staff in establishing and conducting mainstream intervention activities. Activities may include the following: review of student records, consultation with students, teachers and parents, assisting in the development and implementation of positive behavioral intervention strategies including functional behavioral assessments. For students birth-21, the school psychologist participates in evaluation and reevaluation activities to determine a student’s special education needs. Another function of the school psychologist is the availability to assist education staff in systems change, program development and the coordination/communication of GCED activities. The school psychologist is also available to provide technical assistance to specialized teams (TAT, SAT and SST). This support may include developing individual student plans, goals and evaluation reports.

GOODHUE COUNTY EDUCATION DISTRICT SPECIAL EDUCATION SPECIAL EDUCATION IN-SERVICE NEEDS ASSESSMENT

Check all items which apply:

Regular Education Teacher Special Education Teacher Administrator Paraprofessional

I work with students in grade(s): K 1 2 3 4 5 6 7 8 9 10 11 12

I am involved in the following school(s):

Primary/Elementary school Middle School Early Childhood
 Intermediate school High School

Procedure:

Listed below are a number of statements that could be used to describe in-service activities. Next to each statement are two columns. In the first column, please place an X in the category that best reflects your knowledge/skills about the topic. In the second column, indicate with an X whether there is a need for you to gain knowledge/skills regarding the topic. Please feel free to add comments on the back of this survey.

	Present knowledge		Do you need additional information	
	Yes	No	Yes	No
1. I understand the prereferral and referral process for special education services.				
2. I understand my responsibility as a team member in the IEP process.				
3. I understand my responsibility in implementing the IEP.				
4. I have sufficient ideas at my disposal to modify tests, assignments and instruction for students with special needs.				
5. I understand how to implement modification ideas.				
6. I have sufficient knowledge to modify grades for students with special needs.				
7. I have sufficient ideas at my disposal for dealing with behavior problems in my class.				
8. I know how to respond to students who are out of control.				
9. I feel I have the skills to team with other professionals to meet student's needs.				
10. I understand the theory of and practice inclusion.				
11. I understand the laws regarding discipline of students with disabilities.				
12. I received a thorough orientation to special education services.				
13. In-service and continuing education regarding special needs students are adequate.				
14. I understand the difference between special education service (IDEA) and Section 504 services.				
Please list areas to address:				